Being Better : Aware of SELF
Emotional Intelligence

for CORPORATE
Soft-Skill & Communication

Dr T P Sasikumar

Being Better : Aware of SELF – Emotional Intelligence for CORPORATE Soft-Skill & Communication

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A. INTRODUCTION

A.1.   OBJECTIVES

1. Develop effective presentation and business communication skills.
2. Become self-confident individuals by mastering inter-personal skills, team management skills, and leadership skills and develop all-round personalities with a mature outlook to function effectively in different circumstances.

We discuss major five aspects here

1- Emotional Intelligence in Leadership concentrates on the Self Development towards making the individual fit for the corporate, Business and such Social requirements. Interpersonal, Team, Leadership Skills are to be developed in giving confidence to the individual. This Self Deverlopment gives confidence in them to Communicate and Brand them better.

2- Brand You Better Under Corporate Culture is to mold the self under the corporate culture. Human Relation, Social Skills Customer Relationship, Listening, Negotiation, Presentation Skills and Conducting Meetings to Media Correspondance are the Tasks.

3- **Public Relations Corporate Style** is more to get into the learning of Public Relation as a Corporate Executive. This is mostly for internal upward and downward correspondence, Conducting Meetings etc.

4- **Public Relations Business Style** is on the Business Relationship culture. Dealing on Quotes, Banks, Insurance Claims are dealt. Talks about work ethics, responsibility etc.

5- **Reporting And Documentation** is on Reporting and documenting. Conduct of Meetings, Negotiations, Interview and Group Discussion is also included.

A.2.   LEARNING OUTCOME

- The main objective of this subject is to learn how to communicate in a corporate environment.

To achieve this a broader perspective; related issues are discussed to get into specific etiquettes.

Communication (from Latin "*communis*", meaning *to share*) is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior within and outside a community.

Communication depends upon the situation. Communication can be verbal, non-verbal and written. Communication requires a sender, a message, and a recipient. Transmission and understanding of the message are parts of communication. Listener is more important than the speaker. The sender therefore, needs to analyze the level of understanding and mannerisms of the receiver. Anything can be interpreted in multiple ways. Hence it is essential to convey the right thing, at the right time, right way, right place and right people. Written Communication should be mastered to convey right meaning. Perfect communication occurs when the intended meaning is received in the same manner it is transmitted. Sometimes not communicating is better than communicating.

Attitude is a way of thinking or feeling, typically reflected in a person's behavior and body language. A person's attitude is determined by his observation, past experiences, beliefs and environment. Attitude differs from place to place. A police officer behaves different at the police station and at home. We need to develop a realistic and positive attitude in life.

Behavior is the range of actions and mannerisms made by organisms in response to various stimuli or inputs. Our manas is a mirror. Behavior is a reflection. That is why the way the other

speaks we respond back. It is influenced by culture, emotions, values, ethics, and social norms.

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task, soft skills are interpersonal and broadly applicable. It's often said that hard skills will get you an interview but you need soft skills to get (and keep) the job.

The idea is not to learn it theoretical, more practical oriented learning through different innovative group activities. More than Soft Skill, the learning has to be a LIFE Skill orientation. Thus the learning for the Corporate LIFE will also make the LIFE otherwise too interesting and self-contained with a feeling of dignity and achievement.

A.3.   RELEVANCE

World is witnessing a major change in communication and working culture, with expanding social spheres, openness in communication and professionals working in multicultural corporate environments. India's workforce have to be world-class, to be competent, competitive and successful. To create and

nurture successful professionals learning corporate soft skill and communication is essential. Acquisition, cultivation and fine-tuning of soft skills are the key to professional success.

Soft Skills and Communication is part of educational process that produces top-notch professionals with Attitude, Communication and Etiquette. Foundations of soft skills and communication lie in a strong attitude. Attitude gets manifested as communication, which gets further refined as etiquette.

Soft Skills covers a variety of intra-inter-personal skills including personal accountability, listening skills, business proposals, formal and informal relation at workplace etc.. Learning in this course is to give insightful, practical and all-round perspective into soft skills through entertainment.

Learning though this course is though for coaching for corporate values and career development; it gives a holistic personal view towards a life. Thus it is more a Life Skill Training that can be experienced by a good learner enabling a change. Age 18 is the peek in life when one has to get to a maturity change which gives them a turn from teen to twenty. Special are Girls who need a real molding for a better social life that determines the self and family life ahead.

Soft Skills as opposed to hard skills (such as technical skills) greatly impacts the emotional intelligence of employees. Making them better leaders require a good soft skill culture inculcated in all in the office. Professional development of employees is important in maintaining relationships with their customers and developing a successful business. Continuous training provided in 'soft skills' for workforce is necessary to improve business, professional development of their employees, which in turn leads to higher employee retention. Most of the organizations realized the importance of soft skills and communication training for global business. They found that soft skills such as Cultural Sensitivity, Business Etiquette and good Communication Skills (telephone etiquette, email etiquette, information gathering and listening skills) make a greater impact on clients from across the world rather than a high degree of technical skills.

A.4. HARD SKILLS VS SOFT SKILLS

In the world of work, "hard skills" are technical or administrative procedures related to an organization's core business. Examples include machine operation, computer protocols, safety standards, financial procedures and sales administration. These skills are typically easy to observe, quantify and measure. They're also

easy to train, because most of the time the skill sets are brand new to the learner and no unlearning is involved.

By contrast, "soft skills" (also called "people skills") are typically hard to observe, quantify and measure. People skills are needed for everyday life as much as they're needed for work. They have to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as a team member, solving problems, contributing in meetings and resolving conflict. Leaders at all levels rely heavily on people skills, too: setting an example, teambuilding, facilitating meetings, encouraging innovation, solving problems, making decisions, planning, delegating, observing, instructing, coaching, encouraging and motivating.

Obviously, people come to organizations with interpersonal behavior patterns already thoroughly ingrained, and they weren't learned in a classroom. Instead, individuals learn how to deal with relationships and other life challenges "on the street" at a very early age. They observe how the people around them do things, they experiment, and they stick with what works for them.

So everyone ends up with a unique portfolio of people skills; some behaviors may be effective, but others cause problems. By the time employees get to a training room, they've already worked hard for decades to reinforce the way they deal with people.

Like all behavior patterns, interpersonal skills are "hard-wired" in the neuronal pathways of the cerebral cortex. This means that at some point a behavior was repeated often enough that neurons grew dendrites that reached out to other neurons to make the connections needed to make behavior pattern automatic. A myelin sheath coated the cells like electric wire insulation, making the connection extremely efficient. The end result: these ways of behaving now feel natural, easy and comfortable.

A.5.   ENHANCE YOUR SOFT SKILLS

Four out of 10 employers expect to struggle to fill graduate vacancies because of a shortage of applicants with the right skills, a survey says. These employers feel most graduates lack in 'soft skills' such as communication as well as verbal and numerical reasoning.

Soft skills is a term used related to a person's EQ (emotional intelligence quotient) the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterise relationships with other people. These skills are considered important by many recruiters as they believe that soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

Speaking on the importance of soft skills, a HR professional says a candidate with proper soft skills has an edge over others in this competitive world. "It is essential to gauge a person's soft skills before recruiting because behaviour is often associated with one's thought process," he adds.

Employers are now realising the need to hire the right talent as they feel hiring staff strictly on the basis of skills and expertise may provide an answer to tactical needs. However, if the employee is technically inclined and deficient in communication and people skills, the ability of an organisation to execute its strategy is often compromised.

Speaking to the media, CVK Maithreya, a business advisor and behaviour consultant, says, "Communication is a holistic subject

and soft skills are an important subset. Without soft skills, there could be misunderstanding, particularly when people are from different backgrounds."

One of the most important aspects of soft skills in professional world is relationship management: the ability to inspire, influence, and develop others while managing conflict.

A.6.   TIPS TO ENHANCE YOUR SOFT SKILLS

Awareness: You need to begin by making a list of skills that you lack by discussing with your close friends, co-workers etc. Awareness is the first step in building up your soft skills forte.

Interact: To build an understanding with your teammates, you should interact more with them. Also take up projects and get involved in some voluntary work.

Be optimistic: Exude that positivism and spread the infectious optimism.

Self-motivating: Set personal goals to reach new highs and keep targets for yourself.

Possess a forgiving and benevolent ego – Humble oneself, accept and learn sincerely from criticism.

Be a team player – Learn to trust, build comradeship, set common goals, provide support, friendship& get your hands dirty!

Communicate effectively – Be clear, tactful, diplomatic & pace the conversation.

Think out of box: Be creative and hone your innovative and creative skills

Look at the Big Picture – Consider all aspects, potential opportunities, threats & contingencies

Learn how to multitask and prioritise – Practice empowerment and delegation, mange time well when multitasking and prioritizing.

A.7.   AEC OF SOFT SKILL (Attitude, Communication And Etiquette)

Our world is witnessing a major change in communication patterns, with expanding social spheres, openness in communication and professionals working in multicultural environments. It is crucial, therefore, that India's workforce remains world-class, through re-training and continuous improvement, to remain competent, competitive and successful.

To create and nurture successful professionals, the acquisition, cultivation and fine-tuning of soft skills are highly essential in the given business paradigm.

The ACE of Soft Skills is a part of this educational process that produces top-notch professionals. Divided into three parts-Attitude, Communication and Etiquette-this unique book provides a broad-based coverage of what constitute soft skills.

The foundations of soft skills lie in a strong attitude; this attitude gets manifested as communication, which gets further refined as etiquette.

A.8. ARE TECHNICAL/ JOB-RELATED SKILLS ENOUGH?

Technical and job-related skills are a must, but they are NOT sufficient when it comes to progressing up the ladder.

With the traditional paternalistic style of leadership becoming passé, professional managers expect their teams to be proactive and communicate openly.

"Soft skills are very important in business. It is essential to be technically sound, but one should also have the ability to convey

the idea to the masses in the simplest possible manner," says Mayurkumar Gadewar, an ERP consultant with Pricewaterhouse Coopers.

With the boom in outsourcing taking root across industries, many professionals and subject matter experts directly deal with their clients on a regular basis.

Their approachability and people skills are what ultimately sustain the contract their employers have bagged.

"Planning is necessary but execution is also equally important. And it takes soft skills to execute any idea because it involves dealing with people directly," says Gadewar.

A.9. FORMAL TRAINING TO ENHANCE SOFT SKILLS

There is a lot of argument in the industry as to whether it is possible to enhance soft skills in a few hours of training, especially when one considers the fact that a person has lived with those traits all his life. To this, the answer is harsh but real -- a professional who wants to do well in his/ her career does not really have a choice.

In the initial years of your career, your technical abilities are important to get good assignments. However, when it comes to growing in an organisation, it is your personality that matters, more so in large organisations where several people with similar technical expertise will compete for a promotion.

Training on soft skills becomes all the more relevant in a country like India where the education system does not delve into personality development. Though some part of the syllabus cover the theory part ands nothing is done for the skill development.

A.9.1. BE YOUR OWN TRAINER !

While organisations are definitely investing in augmenting their staff's people skills, here are some inputs for professionals and students who would like to initiate the process themselves:

i. **Be a part of team activities**

It could be either as a part of your church choir, or an NGO, or your local youth circle. Observe your own behaviour in the group to learn how you relate to others.

ii. **Ask family members or close friends to write down your best and worst traits.**

Ideally, have at least four to five people do this for you. Evaluate the common traits all of them have mentioned. Thus, you can be aware of your strengths and work improving your weaknesses.

iii. How well do you manage your time?

Think. Can you do more in life? Or is your day too crammed with activities? Effective time management is very essential in the corporate world.

iv. Introspect on how you react to feedback.

In organisations, people skills mostly come into the picture when there is feedback given -- be it for an idea, an executed project or a presentation. You are judged by the way you respond to feedback.

Do you get defensive?

Do you insist you were right?

Do you meekly accept criticism?

Remember, people tend to be judged and stereotyped according to their responses. You will, too.

v. How good are you at critiquing?

While responding to feedback is one side of the coin, giving feedback is the other side. Are you aggressive? Pessimistic? Do

you believe in constructive criticism? Or prefer to be the yes-man?

vi. **Live consciously**

Any organisation is manned by people, therefore soft skills are all about how you deal with people and present yourself. Though it may be easier said than done, soft skills can be enhanced simply by being aware of oneself and living consciously.

A.10.   GETTING TOUGH WITH SOFT SKILLS

Teaching to impart a skill is inherently different than teaching to impart knowledge. With an eLearning course, designers have the added challenge to create a course that allows learners to practice behavioral skills, also known as soft skills, in a medium that does not always lend itself to interpersonal interactions.

By employing the tips below, you can facilitate the process of learning behavioral skills online. These tips will help you to ensure that your course motivates your learner, that you've made the material relevant to the learner by providing examples of behavioral indicators they can observe and detect, and that you're enabling learners to apply the material to their own lives

by structuring assessments and feedbacks throughout the course and by including take-home messages.

Businesses have long used online courses to teach "hard skills," such as typing and software development. But increasingly they've also turned to eLearning to impart "soft skills" (also known as behavioral skills)—people-oriented capabilities like project management or conflict resolution, which traditionally have been taught in the classroom.

Online training provides a handy solution for imparting behavioral skills to the fresh crop of young, inexperienced workers entering the job force, reducing the time it can take to learn those skills in the "real" world.Often, online soft skills courses can be less expensive than those offered in a classroom. A virtual environment also allows learners to make consequence-free mistakes—if the employee makes a flub, your business won't lose clients/customers/money. However, simulating interpersonal skills in a virtual environment can be tricky, because many of these skills by definition require human interaction. You can ensure you get the most out of your soft skills course design by keeping in mind the tips mentioned here.

A.11.   KNOWLEDGE VS. SKILLS

Designing a course to impart knowledge is different than developing a training to impart a skill. Think of all the tasks an employee would complete in a typical workday—for example, logging hours in a time sheet, helping customers select a product suitable to their needs, programming a widget, sending an email. Which of these tasks are skills and which simply require knowledge of the task to complete?

According to instructional designer Julie Dirksen, the way to differentiate between a skill and knowledge is simple: ask yourself, "Is it reasonable to think someone can be proficient at this task without practice?" If the answer is yes, then that task is not a skill.

A.11.1. PRACTICE

We've hit on a key distinction between knowledge and skills. Many learning courses are designed strictly to communicate information to learners. But just having knowledge doesn't mean learners will be able to apply it. The process of designing to impart knowledge poses a challenge. You have to:

- Keep your content concise
- Build on the learner's prior knowledge

- Be sure to address any misconceptions the learner may have

To keep the learner engaged, introduce some "friction"—that is, control the course's flow so learners don't barrel through the content they think they already know.

For learners to master a skill, the key is to design opportunities for practice, practice, and more practice. Space the skills practices throughout the course and manage the flow of the content so there is an engaging interplay between ability and challenge for the learner.

A.12. BEHAVIORAL INDICATORS

One way to incorporate examples into soft skills courses is to brainstorm a list of positive and negative behavioral indicators that demonstrate competency in the soft skill you're trying to teach. For example, for selling a customer a new mobile phone, some positive behavioral indicators could be:

- Listening to the customer's needs and evaluating those against products for sale
- Relating the product specifications to what the customer would actually use it for
- Recommending additional accessories for the product

In contrast, some negative behavioral indicators could be:

- Asking the customer only *yes* or *no* questions
- Providing a laundry list of product specifications
- Suggesting a product solution without listening to the customer's needs

Remember that the key to learning any new skill is practicing it—repeatedly. First, however, the learner needs to see it in action. Fortunately, behavioral indicators are relatively simple to model and behavioral modeling is most effectively presented through motion or activity. Include a video with a live actor or an animation depicting both effective and ineffective behaviors. Develop a mental checklist that the learner can refer to when practicing the skill, focusing on demonstrable behaviors like body language or active listening. Ask the learner to dissect the behavior in an essay, or include a checklist or assessment of key behavioral indicators and instruct the learner to note which are demonstrated effectively.

To make your media more interactive, try a spin on the usual format of user-generated content. For example, for managers who need to deal with customers making a product return, a course needs to accomplish a few tasks. First, the manager needs

to be aware of the ins and outs of their store's return policy, which is the course's knowledge component. But more importantly, the manager needs to learn to strike a careful balance in refusing a customer's return when necessary without offending them and potentially losing their business in the future. Try constructing a role-play scenario that includes a video of a customer who wants to return an item and give the learner—who's playing the role of the manager—options for how to reply. Based on the learner's response, the scenario may continue onto multiple paths with different developments—for example, the customer becomes distressed or demands special treatment, and so on. These types of role-plays let the learner practice the skill in a risk-free, virtual environment.

Social media can also be used as a social simulator, a step beyond the eLearning course's fabricated environment. Through social media, learners can practice core skills together regardless of how geographically dispersed they are. Learners can also seek advice and tips from other learners or an expert.

As with any eLearning course, be sure to employ a variety of media—videos, audio narrations, and interactive elements. Not only will the learner be more engaged, but you are also more

likely to hit on multiple levels of learning, making the learner more likely to absorb and apply the soft skills.

A.13. ETIQUETTE

Historically Etiquette is all about good manners and how we make people around us feel comfortable from our general behavior. Etiquette itself defines that good behavior. Proper exhibition of etiquette determines what is specifically expected of us which we could term respectful.

The word etiquette stems as far back as 1600 s – 1700s in the French royal courts under the reign of King Louis XIV. The true meaning emanating from the word "ticket" or "placard" in French. This was devised where rules (manners) were posted to be followed seriously. It was then adopted by the English in 1750 translated into a code of social behavior or regulation among the elites.

During the reign of Queen Victoria etiquette was connected to sophisticated behavior, where the wealthy were ostentatious and cut a class that would distinguish them by their behavior and social activities. Today's 21st Century has changed the manner of

etiquette due to lifestyle, multicultural differences, globalization and urbanization.

Etiquette today is seen as:
1. Set rules of precedence
2. Custom of salutation
3. Norms for body carriage
4. Facial expression
5. Communication of status

ETIQUETTE AND TODAY'S YOUTH

According to Maura Graber - 'Teens need manners as a social tool, to navigate their way through the differing social events they will encounter as they grow up into mature adults.' Etiquette must be encouraged right from youth years to become success in life.

A.14.   WHO NEEDS THE TRAINED & WHY ?

Corporate Organizations: aspiring to create and promote loyalty, team spirit, department cohesiveness and corporate image

Senior Management: wishing to improve soft skills to excel in the business arena

Middle and Junior Management: lacking protocol skills essential for career advancement

Front Line Personnel: i.e personal / executive assistants, receptionists, client service personnel who are in dear need of essential polish

Marketing and Sales Force Team: who represent the corporate brand during and after work hours

Corporate Executives: requiring the essential polish and social graces

Expatriate Personnel: engaged in business in other countries

New Hires: To induct them into the organization to ensure that proper manners, behavior, corporate style and expectations are adhered to

Professionals: in the field of Law, Medicine and Finance

Diplomatic Personnel: looking to improve soft skills to excel in the International and Business arena

Women: looking to improve soft skills and entertaining with grace

Bride and Grooms to be: Looking into the bright future ahead

Entrepreneurs: looking to improve soft skills to excel in the local and global market

Today's Youths: looking to boost confidence and Self Esteem

B. EI FOR LEADERSHIP (Being Better : Aware of SELF)

1. EI IN LEADERSHIP

In this UNIT-1 we'll look at why emotional intelligence is so important for leaders – and how you, as a leader, can improve yours. Emotional Intelligence has become a vital part of how today's leaders meet the significant challenges they face. Emotional Intelligence can help leaders in an evermore difficult leadership role, one that fewer and fewer people seem capable of fulfilling. And in the middle of the "Talent War", especially at the highest levels in organisations, emotional intelligence can give developing leaders a competitive edge.

We probably also know people who are masters at managing their emotions. They don't get angry in stressful situations. Instead, they have the ability to look at a problem and calmly find a solution. They're excellent decision makers, and they know when to trust their intuition. Regardless of their strengths, however, they're usually willing to look at themselves honestly. They take criticism well, and they know when to use it to improve their performance.

As more and more people accept that emotional intelligence is just as important to professional success as technical ability, organizations are increasingly using EI when they hire and promote.

People with high emotional intelligence are usually successful in most things they do. Why? Because they're the ones that others want on their team. When people with high EI send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset.

1.A.   HOW EI WAS RECOGNISED

In 1980 Reuven Baron was researching the qualities that lead to success. Dr. Bar-On is an internationally known expert and pioneer in the field of emotional intelligence and has been involved in defining, measuring and applying various aspects of this construct since 1980. He showed there was much more than traditional Intelligence or IQ and developed the concept of Emotional Intelligence - the Emotional Quotient or EQ was born. [http://www.reuvenbaron.org/about-reuven-baron/]

In 1985 an influential psychologist called Howard Gardener also challenged the current view of intelligence and proposed 7

multiple intelligences which included social intelligence. The idea that success in both life and in work (at least where managing people is a significant factor) became highly credible and organisations have recognised how their best leaders and managers need to develop their understanding of themselves and others.

In 1995 Daniel Goleman published the best seller "Emotional Intelligence" which has done a great deal for popularising the concept.

1.B.   EI DEFINED

Psychologists have developed various concepts of intelligence, including linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, and intrapersonal social intelligence (Ruisel, 1992; Gardner, 1993). Social intelligence comprises both inter- and intrapersonal intelligences (Gardner, 1993a and Thorndike, 1920). Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Intrapersonal intelligence is the capacity to form an accurate, authentic model of the self and to be able to use that model to operate effectively in life. Since emotional intelligence also consists of these two elements (Salovey & Mayer, 1990), it is possible to suggest that social and

emotional intelligences are the same. Emotional intelligence encompasses self-awareness, self-management, social awareness or empathy and social skills (Goleman, 2000).

1.C.   THE BUSINESS RELEVANCE OF EI

Emotional intelligence accounts for more than 85% of exceptional achievement (Goleman,1995). While technical skills are necessary for productivity, these are insufficient to explain the difference between high and mediocre performers. High performance individuals show emotional intelligence as task complexity increases.

Authors agree that individuals with high emotional intelligence are motivated, selfdisciplined, aspire to excellence, and continually seek re-skilling, learning and adding value (Goleman, 1995, 1998, 2000; Ashforth & Humphrey, 1995; Gilad, 1996 and Mayer & Salovey, 1997).

Their mental agility sustains long-term business development and builds organisational culture of high morale, which prevents the loss of talent. Self-aware individuals display many of the characteristics of successful leadership. They have a deep understanding of their own emotions, strengths, weaknesses, needs and drives. They are neither overly critical nor

unrealistically optimistic; instead they are honest with themselves and with others. Self-awareness extends to an understanding of values, goals and other drivers of behaviour and performance (McLagan, 2002).

They are thus able to reduce cognitive dissonance by operating in agreement with their values, and influence others through demonstration of these values. In their drive for self-improvement, they create a culture of constructive feedback that fosters personal growth.

Self-regulation is the ability to choose to respond to an event rather than reacting; reasonable people create an environment of trust and fairness, effectively managing politics and infighting by example (Goleman, 1995, 1998). Such organisations attract and retain talent, leading to competitive advantage. In addition, self-regulators cope well in ambiguous business environments. As they operate from a place of authenticity and integrity they are able to model solid corporate citizenship and governance in changing conditions (Bryan, 2002).

Self-regulators are able to think strategically and to delay gratification in short-term results for the more sustainable alternative of investment in long-term growth. Social awareness

and empathy are fundamental to an appreciation of teams, group dynamics, diversity and diversity management. Rapid globalisation, increasing competitive requirements for specialised talents, and greater use of flexible, temporary project teams raise the relevance of this component of emotional intelligence.

A deep respect for cultural, social and ethnic differences, coupled with the ability to harness different ways of thinking for corporate advantage is an essential quality of leadership (McDermott, 2002). Social awareness enhances coaching and mentoring relationships, yielding results in improved performance, increased job satisfaction and reduced employee turnover.

1.1.   EMOTIONAL INTELLIGENCE

'Emotional Intelligence' is a neat metaphor that borrows from the notion of IQ. It implies that some people are better at handling emotions than others. It also hints that you might be able to increase your EQ. Practically, it offers a useful set of guidelines for doing just this.

Self-awareness

Being emotionally self-aware means knowing how you feel in "real time." Self-knowledge is the first step in being able to handle emotions. If you can see them and name them, then you at least then have a chance to do something about them.

Emotional literacy

Emotional literacy means being able to label emotions precisely. This includes the emotions of others and especially yourself. It also means being able to talk about emotions without getting overly emotional or (as happens with many people) denying them. Emotional literacy is not using 'I feel...' statements to offer opinions, ideas, etc. Thus 'I feel that is a good idea' is not emotional literacy, whist 'I feel angry' is.

Empathy & compassion

Empathy is the ability to feel and understand the emotions of others. If you can empathies, you can engender trust, as people desperately want to be understood at the emotional level. All great carers and nurturers major in empathy and compassion. It also means appreciating and accepting differences between people, accepting that we have different priorities and capabilities around emotion.

Balance

The ability to balance emotion and reason in making decisions leads to good decisions. Emotion should not be abandoned, lest cold and callous decisions are made. Nor should logic be abandoned unless you want a wishy-washy outcome.

Responsibility

Emotional Intelligence means taking primary responsibility for your own emotions and happiness. You cannot say that others "made" you feel the way you feel. Although they may be instrumental, the responsibility is yours, just as if you kill someone, there is no argument that says that someone else made you do it.

1.1.1.   EI as STITHAPRAJNA in Gita

SYNONYMS

duhkhesu--in the threefold miseries; anudvigna-manah--without being agitated in mind; sukhesu--in happiness; vigata-sprhah--without being too interested; vita--free from; raga--attachment; bhaya--fear; krodhah--anger; sthita-dhih--one who is steady; munih--a sage; ucyate-- is called.

अर्जुन उवाच ।

arjuna uvāca ।

स्थितप्रज्ञस्य का भाषा समाधिस्थस्य केशव ।

sthitaprajñasya kā bhāṣā samādhisthasya keśava ।

स्थितधीः किं प्रभाषेत किमासीत व्रजेत किम् ॥ २-५४ ॥

sthitadhīḥ kiṁ prabhāṣeta kimāsīta vrajeta kim ।। 2-54।।

श्रीभगवानुवाच ।

śrībhagavānuvāca ।

प्रजहाति यदा कामान्सर्वान्पार्थ मनोगतान् ।

prajahāti yadā kāmānsarvānpārtha manogatān ।

आत्मन्येवात्मना तुष्टः स्थितप्रज्ञस्तदोच्यते ॥ २-५५ ॥

ātmanyevātmanā tuṣṭaḥ sthitaprajñastadocyate || 2-55||

दुःखेष्वनुद्विग्नमनाः सुखेषु विगतस्पृहः ।

duḥkheṣvanudvignamanāḥ sukheṣu vigataspṛhaḥ ।

वीतरागभयक्रोधः स्थितधीर्मुनिरुच्यते ॥ २-५६ ॥

vītarāgabhayakrodhaḥ sthitadhīrmunirucyate || 2-56||

TRANSLATION

One who is not disturbed in spite of the threefold miseries, who is not elated when there is happiness, and who is free from attachment, fear and anger, is called a sage of steady mind.

1.1.A.　　Improve IE

Developing Strong "People Skills"
Being Better Aware of Self

Do you know someone who never lets his temper get out of control, no matter what problems he's facing?

Do you know someone who has the complete trust on their staff, always speaks kindly, listens to their team?

Do you know one with whom you have easy talk and who always makes careful, informed decisions ?

These are qualities of someone with a high degree of emotional intelligence. People like this have a high degree of emotional intelligence, or EI. They know themselves very well, and they're also able to sense the emotional needs of others.

Would you like to be more like this?

So, what exactly is emotional intelligence, and what can you do to improve yours?

We all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to

succeed in life. This is where emotional intelligence becomes important.

Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

1.1.B. Characteristics of EI

Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1.1.B.1.   Self-Awareness

People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control.   They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people

believe that this self-awareness is the most important part of emotional intelligence.

1.1.B.1L.   Self-Awareness for Leaders

If you're self-aware, you always know how you feel. And you know how your emotions, and your actions, can affect the people around you. Being self-aware when you're in a leadership position also means having a clear picture of your strengths and weaknesses. And it means having humility.

To improve your self-awareness

- **Keep a journal / Diary** – Journals / diaries help improve your self-awareness. If you spend just a few minutes each day writing down your thoughts, this can move you to a higher degree of self-awareness.
- **Slow down** – When you experience anger or other strong emotions, slow down to examine why. Remember, no matter what the situation, you can always choose how you react to it.

1.1.B.2.   Self-Regulation

This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too

angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

1.1.B.2L.   Self-Regulation for Leaders

Leaders who regulate themselves effectively rarely verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control. This element of emotional intelligence, according to Goleman, also covers a leader's flexibility and commitment to personal accountability.

To improve your ability to self-regulate?

- **Know your values** – Do you have a clear idea of where you absolutely will not compromise? Do you know what values are most important to you? Spend some time examining your "code of ethics." If you know what's most important to you, then you probably won't have to think twice when you face a moral or ethical decision – you'll make the right choice.

- **Hold yourself accountable** – If you tend to blame others when something goes wrong, stop. Make a commitment to

admit to your mistakes and face the consequences, whatever they are. You'll probably sleep better at night, and you'll quickly earn the respect of those around you.

- **Practice being calm** – The next time you're in a challenging situation, be very aware of how you act. Do you relieve your stress by shouting at someone else? Practice deep-breathing exercises to calm yourself. Also, try to write down all of the negative things you want to say, and then rip it up and throw it away. Expressing these emotions on paper (and not showing them to anyone!) is better than speaking them aloud to your team. What's more, this helps you challenge your reactions to make sure that they're fair!

1.1.B.3.   Motivation

People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.

1.1.B.3L.   Motivation for Leaders

Self-motivated leaders consistently work toward their goals. And they have extremely high standards for the quality of their work.

How can you improve your motivation?

- **Re-examine why you're doing this** – It's easy to forget what you really love about your career. So, take some time to remember why you wanted this job. If you're unhappy in your role and you're struggling to remember why you wanted it, find the root of the problem. Starting at the root often helps you look at your situation in a new way.

- And make sure that your goal statements are fresh and energizing.

- **Know where you stand** – Determine how motivated you are to lead.

- **Be hopeful and find something good** – Motivated leaders are usually optimistic, no matter what they face. Adopting this mindset might take practice, but it's well worth the effort. Every time you face a challenge, or even a failure, try to find at least one good thing about the situation. It might be something small, like a new contact, or something with long-term effects, like an important lesson learned. But there's almost always something positive – you just have to look for it.

1.1.B.4.   Empathy

This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and

understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

1.1.B.4L.   Empathy for Leaders

For leaders, having empathy is critical to managing a successful team or organization. Leaders with empathy have the ability to put themselves in someone else's situation. They help develop the people on their team, challenge others who are acting unfairly, give constructive feedback, and listen to those who need it. If you want to earn the respect and loyalty of your team, then show them you care by being empathic.

How can you improve your empathy?

- **Put yourself in someone else's position** – It's easy to support your own point of view. After all, it's yours! But take the time to look at situations from other people's perspectives.

- **Pay attention to body language** – Perhaps when you listen to someone, you cross your arms, move your feet back and forth, or bite your lip. This body language tells others how you really feel about a situation, and the message you're giving isn't positive! Learning to read body language can be a real asset when you're in a leadership role because you'll be better able to determine how someone truly feels. And this gives you the opportunity to respond appropriately.

- **Respond to feelings** – You ask your assistant to work late – again. And although he agrees, you can hear the disappointment in his voice. So, respond by addressing his feelings. Tell him you appreciate how willing he is to work extra hours, and that you're just as frustrated about working late. If possible, figure out a way for future late nights to be less of an issue (for example, give him Monday mornings off).

1.1.B.5.   Social Skills

It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can

manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

1.1.B.5L.   Social Skills for Leaders

Leaders who do well in this element of emotional intelligence are great communicators. They're just as open to hearing bad news as good news, and they're experts at getting their team to support them and be excited about a new mission or project.

Leaders who have good social skills are also good at managing change and resolving conflicts diplomatically. They're rarely satisfied with leaving things as they are, but they're also not willing to make everyone else do the work. They set the example with their own behavior.

So, how can you improve your leadership by building social skills?

- **Learn conflict resolution** – Leaders must know how to resolve conflicts between their team members, customers, or vendors. Learning conflict resolution skills is vital if you want to succeed.

- **Improve your communication skills** – How well do you communicate? One has to be a Good Commnicator to be a Good Leader.

- **Learn how to praise others** – As a leader, you can inspire the loyalty of your team simply by giving praise when it's earned. Learning how to effectively praise others is a fine art, but well worth the effort.

1.1.C.   Improve Your EI

As you've probably determined, emotional intelligence can be a key to success in your life – especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your emotional intelligence can be a good way to show others the leader inside of you.

Emotional intelligence (EI) is the ability to understand and manage both your own emotions, and those of the people around you. People with a high degree of emotional intelligence usually know what they're feeling, what this means, and how their emotions can affect other people.

For leaders, having emotional intelligence is essential for success. After all, who is more likely to succeed – a leader who shouts at his team when he's under stress, or a leader who stay in control, and calmly assesses the situation?

The more that you, as a leader, manage each of these areas, the higher your emotional intelligence.

The good news is that emotional intelligence CAN be taught and developed. Many books and tests are available to help you

determine your current EI, and identify where you may need to do some work. You can also use these tips:

- Observe how you react to people. Do you rush to judgment before you know all of the facts? Do you stereotype? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and accepting of their perspectives and needs.

- Look at your work environment. Do you seek attention for your accomplishments? Humility can be a wonderful quality, and it doesn't mean that you're shy or lack self-confidence. When you practice humility, you say that you know what you did, and you can be quietly confident about it. Give others a chance to shine – put the focus on them, and don't worry too much about getting praise for yourself.

- Do a self-evaluation. What are your weaknesses? Are you willing to accept that you're not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly – it can change your life.

- Examine how you react to stressful situations. Do you become upset every time there's a delay or something doesn't happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued – in the

business world and outside it. Keep your emotions under control when things go wrong.

- Take responsibility for your actions. If you hurt someone's feelings, apologize directly – don't ignore what you did or avoid the person. People are usually more willing to forgive and forget if you make an honest attempt to make things right.

- Examine how your actions will affect others – before you take those actions. If your decision will impact others, put yourself in their place. How will they feel if you do this? Would you want that experience? If you must take the action, how can you help others deal with the effects?

1.1.D. Evaluating EI

Most large companies today have employed trained psychologists to develop what are known as "competency models" to aid them in identifying, training, and promoting likely stars in the leadership firmament. The psychologists have also developed such models for lower-level positions.

It is possible to test personal capabilities drove outstanding performance within these organizations, and to what degree they did so. Group the capabilities into three categories: purely technical skills like accounting and business planning; cognitive abilities like analytical reasoning; and competencies

demonstrating emotional intelligence, such as the ability to work with others and effectiveness in leading change.

To create some of the competency models, psychologists asked senior managers at the companies to identify the capabilities that typified the organization's most outstanding leaders. To create other models, the psychologists used objective criteria, such as a division's profitability, to differentiate the star performers at senior levels within their organizations from the average ones. Those individuals were then extensively interviewed and tested, and their capabilities were compared. This process resulted in the creation of lists of ingredients for highly effective leaders.

Intellect is a driver of outstanding performance. Cognitive skills such as big-picture thinking and long-term vision were particularly important. The ratio of technical skills, IQ, and emotional intelligence as ingredients of excellent performance, emotional intelligence proved to be twice as important as the others for jobs at all levels.

1.2.   MOTIVATION

1.2.A. MOTIVATION

Motivation is an inferred process within an individual that causes that individual to move towards the goal. It is the power or energy that drives to accomplishment of goals. The two mail elements of motivation are **DESIRE and AMBITION.**

Motivation can be divided into two types: **internal, or intrinsic motivation, and external, or extrinsic motivation.**

1.2.A.1. Intrinsic motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. Intrinsic motivation has been studied since the early 1970s. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

- Attribute their educational results to factors under their own control, also known as autonomy,

- Believe they have the skill that will allow them to be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

1.2.A.1. Extrinsic motivation

Extrinsic motivation refers to the performance of an activity in order to attain an outcome, which then contradicts intrinsic motivation. It is widely believed that motivation performs two functions. The first is often referred as to the energetic activation component of the motivation construct. The second is directed at a specific behavior and makes reference to the orientation directional component. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not simply to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. The concept of motivation can be instilled in children at a very young age, by promoting and evoking interest in a certain book or novel. The idea is to have a discussion pertaining the book with young individuals, as well as to reward them.

1.2.B.   PRACTICAL   TOOLS   AND STRATEGIES

Are you able to get excited about every task you need to do? Or do you sometimes need a bit more help to make a start, never mind getting the task done?

Maybe you're continuing to ignore those overflowing filing cabinets, instead of taking some time out to reorganize them. Or, you're avoiding that difficult conversation with a person who is always late, choosing instead to tolerate the tardiness. Perhaps you keep rearranging your priorities, so that the tasks you hate always end up at the bottom of the list. The longer you delay doing something, the more stress and pressure you're likely to feel. After a while, you may even start to lose confidence in your ability to complete the task at all. Many of us sometimes need help getting motivated. And it can be very frustrating when we know we have to do something, but we just can't get around to making a start.

1.2.C. INTERNAL SYSTEMS

Extraversion and Introversion are one of the preferences used in the Jungian Type Inventory. The naming is unfortunately a bit

archaic as extraversion is not about being loud and introversion is not about being shy. It is about where people get their energy and motivation from: other people or within themselves.

1.2.C.1.   Extraversion

The energy of extraverts is outward, towards people and things. They need a lot of stimulation and often express emotions. They get their motivation from other people. Their often want to change the world (rather than think about it). Extraverts like variety, action and achievement. They do well at school but may find University more difficult. Their attitude is often relaxed and confident. They are understandable and accessible. They tend to act first and think later. At work, they seeks variety and action and like working with other people. They prefer work that has breadth rather than depth.
Introverts may see them as being shallow and pushy.

1.2.C.2.   Introversion

The energy of introverts is inward toward concepts and ideas. They need little external stimulation - and in fact they can easily be over-stimulated. it is possible that they focus more on their inner worlds because they suffer from sensory overload if they spend too much time outside and focusing on other people. They

thus bottle up their own emotions, which can explode if pushed too far. Rather than trying to change the world, they just want to understand it. They think deeply about things and often do better at University than they did at school. Their attitude is reserved and questioning and they can seem subtle and impenetrable. They tend to think before they act. At work they like to work alone and often seek quiet for concentration. They tend to prefer work that has depth rather than breadth. Extraverts may see them as egocentric and passive. There is a view that introverts may act as they do because they are more easily overwhelmed by external stimuli, as opposed to extraverts who have a higher basic stimulation threshold and need the more visceral external stimulation to avoid boredom.

With extraverts:

- Show energy and enthusiasm.
- Respond quickly without long pauses to think.
- Allow talking out loud without definite conclusions.
- Communicate openly - do not censure.
- Focus on the external world, the people and the things.
- Allow time for bouncing around ideas.
- Take words at face value.
- Do not assume commitment or decisions made.

With introverts:

- Include introduction time to get to know you and trust you.

- Encourage responses with questions as, "What do you think?"

- Use polling techniques for input and decision making.

- Allow time for thinking before responding and decision-making.

- Make use of written responses where practical.

- Concentrate on one-on-one activities.

- Do not assume lack of interest.

1.2.D. A BIT OF PERFUME – MOTIVATION - GIVING PRAISE

"To see things in the seed, that is genius", said Lao-tzu, Chinese philosopher. This is what we now refer to as *Appreciative Intelligence*, a term coined by Tojo Thatchenkery to describe the capacity by certain individuals to see the positive inherent potential of situations or people – it is the ability to see a breakthrough product, top talent, or valuable solution of the future that is not readily visible in the present situation. In short, it is the ability to see the mighty oak in the acorn.

The term originated when the author began studying the explosive entrepreneurial growth in Silicon Valley in the late 1990s. According to the author, it is appreciative intelligence that allowed, partly, for so many highly talented immigrants from

different countries to assemble in the area and flourish. As the author puts it, venture capitalists looking to fund the right ideas were asking the question, "How can I make this work?" as opposed to "What are the chances this idea will fail?" They created an environment of high anticipation of positive results which became a contagious fever of opportunity, achievement, resilience and possibility recognition. (Appreciative intelligence is not to be confused with appreciative inquiry, which is an approach and methodology for analyzing organizations).

Appreciative intelligence is a mental ability of individuals who have a knack for reframing situations (the glass half full/half empty) and a keen eye for spotting what's valuable and positive in a situation or in people. And these individuals go one step further: they are able to envision how the positive aspects can be used to create a better future. Combining the two in an organization, **i.e. a leader with appreciative intelligence using an appreciative inquiry approach, constitutes a powerful force indeed for effecting positive change and inspiring others to give the very best they have to offer.** Imagine if all leaders in an organization proactively and mindfully practiced appreciative intelligence. Imagine the profound, healthy impact that this would have on an organization's culture.

Such a culture would fuel employees' motivation. Surveys of what employees want consistently rank "appreciation for work well

done" high up on the motivation index – well above "good wages". Ironically, managers often place good wages above appreciation in their responses of what employees want. Other surveys show that one of the reasons employees leave companies is because of lack of praise and recognition. Leaders often talk of the challenge of building trust in their organization. Adele B. Lynn's study on trust in the workplace shows that 54% of those polled would work for less remuneration if the following trust building factors were present:

1. *Importance:* giving people a sense of importance about who they are and about their role in the organization;
2. *Touch:* feeling that the leader genuinely cares about them, feeling a connection with the leader;
3. *Gratitude:* being appreciated for their contributions and sacrifices; receiving genuine gratitude;
4. *Fairness:* knowing that leaders ensure equal and fair distribution of rewards.

Recognition and praise are indeed high octane fuel for the soul. When we receive a genuine compliment, we experience an inner glow – it's a warm, magical feeling that makes us break into a smile. It makes us want to go the extra mile for the person who bestowed the sincere compliment. If this were not important to us, we would not be treasuring all of the mementos of awards,

plaques, appreciative notes and emails, and other tokens of appreciation that we receive over the years.

But intuitively, we all know that genuine appreciation is a key factor in our relationship with our constituents, and any basic management course will touch on the value of praising employees for their contributions. Yet many well-meaning and otherwise caring leaders are reluctant to express their appreciation of others' talents and contributions.

Many years ago, I worked for a great leader, one who genuinely cared for his constituents, and who confided in me one day that he found expressing praise a very difficult thing to do – publicly and even harder, privately. I asked him why that is. He said, "I grew up in a household where praising was not something we did." There is a profound implication in this statement. Our families are our first corporations – that's where we learned many of our behaviors, and it is often difficult to break these ingrained patterns. Withholding praise, however, is a pattern of behavior that we need to unlearn if we want to bring the best out in people. We need to get over the embarrassment that grips some of us when we have to praise an individual.

Here are some pointers for practicing this important skill:

1. If you have difficulty praising others, analyze the root causes of this. If it is a fear of embarrassing others, know

that even the most introverted individuals who shun public praise enjoy reading an email to all staff about their contributions. If it is a discomfort at not knowing how to do it, read the few simple rules below and consider working with a coach for one or two sessions on this most important aspect of a leader's communication repertoire. Self-awareness precedes self-management.

2. Sometimes, withholding praise is simply due to a lack of time for leaders who are required to handle an ever increasing number of issues during the course of a harried day. If this is your challenge, I encourage you to reframe how you view this particular issue. Showing your people you care about them needs to move up on the list of items in your "to do" list. It takes less than 10 seconds to say, "I appreciate the time and thought you put into this report. It is exceptional. Thank you."

3. Praise has a limited "best before" date. Don't delay its expression or wait until performance review time – when you see something that is worthy of praising, do so promptly after the event.

4. Make your genuine words memorable for your constituents by being specific about the achievement. Not many of us remember the perfunctory "job well done", but we all would remember someone who tells us "This was pure genius," or

"I would have missed this if you hadn't picked it up." The praise does not have to be elaborate. It just needs to be genuine.

5. When you drop by an employee's office or cubicle to deliver the praise, don't follow that with a conversation about business matters or other projects. Deliver the praise and leave. Come back later for discussions on other matters. This gives the praise its moment of honor and heightens its value in the eyes of the recipient.

6. A primer for rewarding and recognizing others is Jim Kouzes' and Barry Posner's *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*. The book provides 150 ways to encourage the heart. Another useful book is Steven Kerr's *Ultimate Rewards: What Really Motivates People to Achieve* (*Harvard Business Review Book Series*). The book outlines many different sources of motivation including accountability, responsibility, organizational culture, coaching, teamwork, incentives and goal setting.

7. Finally, how can you apply the dynamic concept of appreciative intelligence on yourself? What are your talents? Practicing appreciating our talents and gifts opens us up to appreciating others' greatness.

Perhaps the ultimate appreciation is letting people know that their work – no matter how far removed they are from the top of the

pyramid – is important to the organization. It's about making everyone feel like an owner and helping them understand how their work contributes to the overall purpose of the company. It's about practicing seeing more people. Excellence involves everyone.

There is another lovely Chinese quote that says, "A bit of perfume always clings to the hand that gives roses." As leaders, when we make people feel great about themselves, paradoxically we elevate ourselves to greatness as well.
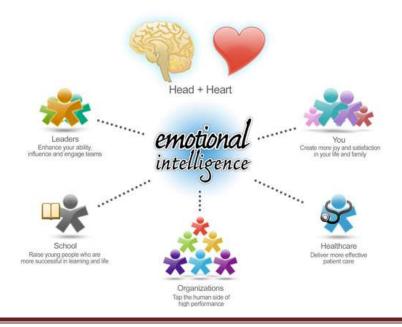
1.2.E.   MOTIVATION IN LEADERSHIP

The assessment of EI in leadership is complex. The use of simple self-report questionnaires to explore self-awareness has significant limitations. Team Focus approach the topic using a sophisticated variety of approaches including 360 feedback and experiential exercises. This brings the whole concept alive and allows individuals to go beyond their existing knowledge and comfort zones thus producing real impact, growth and change.

The first and most basic prerequisite for leadership is the desire to lead. After all, becoming an effective leader takes hard work. If you're not prepared to work hard at developing your leadership skills or if, deep down, you're really not sure whether you want to lead or not, you'll struggle to become an effective leader.

If you have found that you're strongly motivated to lead, and you're already a leader - great! And if you're not already a leader, this is definitely an area you should investigate as you plan your career development.

On the other hand, if your score indicates that you don't have a strong motivation to lead, and you're considering moving into this area, you may want to look at other career options before you make a decision. Our article on Finding Career Direction will help you work through a process to find out what type of work does motivate you.

But if you're already a leader and you're just going through a low patch in the role, try out leadership motivation tools and regain the enthusiasm for the job that took you into leadership in the first place!

1.3.   GOAL SETTING

1.3.A.   GOAL

Goal is an intended outcome that requires action that satisfies needs. Goal means in generic terms -

- Objective
- Target
- Performance
- Outcome
- Vision
- Mission
- Critical Success Factor (CSF)

Forming goals

We form goals by a process of questions and internal rumination. Constantly scanning and brooming on that one try and understand how it works.

From this, then forecast the future and consequently decide what is possible as a goal for *anyone*. From all the possible things that we could try to achieve, some will be good for us as they satisfy our needs in some way. Those things that strongly satisfy needs will evoke feelings of desire.

What can be achieved?

When we have decided that something is possible and desirable, we also have to figure out whether it is at all possible for us to achieve. This decision is based around our self-image and self-understanding, which is often based on what others tell us and even on how we think how others perceive us.

What is allowed?

We test the final goals against our values and other systems such as cultural rules to determine whether what we are proposing to set as goals is actually allowed.

1.3.B.   PURUSHARTHAS

Purusharthas is Kaama, Artha, Dharma, Moksha. All human have desire (kaama). The ways of satisfying the kama is artha (wealth). The artha can be obtained by rightful means (dharma) or wrong ways (adharmic). The enjoyment of attaining the desired objective is the moksha (happiness). It is the practical way of looking at moksha. Thus it is not what is to be obtained after death. It is in this life itself.

The janmam (creativity of brahma) that is like the morning wakeup. Living is the practical day (Vishnu who maintains us).

Night sleep is joining to death (being with Siva). The a day and night is one janma. Next day again at brahma muhurtha, one takes the birth (gets created).

Actions of the day and the thoughts thereon on the next day will haunt the individual. Papa (day's bad actions) will create bad thoughts in the next day. If we can live the day happy and that happiness is not haunting in the next future that gives the constant / continued happiness. That is what is MOKSHA.

MOKSHA gives happiness in life, all the moments. Thus it is important to be happy in all the actions and consistent in being so. That is the success of any individual.

1.3.C.   GOAL SETTING

Goal Setting it is the process of deciding on something you want, planning how to get it and then working towards the objective.

Blue print of goal setting:
- **DESIRE:** The urge to achieve the goal
- **WRITE:** List down the goals and prioritize
- **IDENTIFY:** Identifying the obstacles and the ways to overcome the obstacles

- **DEAD LINE:** Have to have a deadline to complete the goal
- **PLAN**: Make a plan
- **MENTAL PICTURE:** Have a mental picture of the goal
- **PERSISTANCE:** Never give up

Achieving goals

Achieving our goals is one of the key ways we have of of feeling good. It is, in effect, the brain's way of rewarding us for meeting its needs.

Anticipation

We also feel good when we *anticipate* that we will meet our goals. In effect, what we do is go out into the future and place ourselves in a position where we have reached the goal. We thus 'steal' a bit of good feelings from the future. Anticipation is generally a good thing, as it can motivate us along the path toward the goal.

The only time that it is not so good is when are so good at imagining the future that we mix up the present and the future and 'use up' all of the good feelings of achievement. When we then think about the future, we do not have many good feelings (in fact we may feel that we have 'as good as' achieved the goal anyway) and hence we give up.

SMART Goals

A goal should always be a SMART goal. SMART expanded as below -

Specific:			should be able to define the goal

Measurable:		should be able to gauge the goal

Accountable:		should be accountable for choice made

Realistic/Relevant:	should be something that you can achieve

Timeline:			should be able to complete the goal in a stipulated time.

Set yourself goals that are achievable, and beware of falling into the trap of lowering your sights because you do not believe in your own capabilities. Help others set goals which gets them to where they can be. Your view of their capabilities as presented to them will heavily influence their decisions as to whether they can achieve things. To get them to act differently from their longer-term goals, apply short-term pressure.

1.3.D.   PERSONAL PLANNING TO LIVE YOUR LIFE YOUR WAY

Many people feel as if they're adrift in the world. They work hard, but they don't seem to get anywhere worthwhile. A key reason that they feel this way is that they haven't spent enough time

thinking about what they want from life, and haven't set themselves formal goals. After all, would you set out on a major journey with no real idea of your destination? Probably not!

Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality. The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.

1.3.D.1. Why Set Goals?

Goal setting is used by top-level athletes, successful business-people and achievers in all fields. Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge, and helps you to organize your time and your resources so that you can make the very most of your life.

By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals, and you'll see forward progress in what might previously have seemed a long pointless grind. You will also raise your self-confidence, as you recognize

your own ability and competence in achieving the goals that you've set.

1.3.D.2. Starting to Set Personal Goals

You set your goals on a number of levels:

- First you create your "big picture" of what you want to do with your life (or over, say, the next 10 years), and identify the large-scale goals that you want to achieve.
- Then, you break these down into the smaller and smaller targets that you must hit to reach your lifetime goals.
- Finally, once you have your plan, you start working on it to achieve these goals.

This is why we start the process of goal setting by looking at your lifetime goals. Then, we work down to the things that you can do in, say, the next five years, then next year, next month, next week, and today, to start moving towards them.

1.3.D.3. Timescales of Goals

Short-term goals

We are often driven in the short-term by things which are urgent to us, rather than those things which are truly important and which align with our longer-term goals. Short-term goals are often to relieve short-term pressure. It is very possible to be

constantly driven by these goals, which can turn out to be very unsatisfying in the longer term.

Longer-term goals

We also take on goals that guide our longer-term intent and actions. These often have medium-term and intermediate goals to satisfy us that we are on the right road and going somewhere.

Life goals

Some of us also sit back and ask what we want to achieve with our lives. A good way of thinking about this is to sit down and write your own obituary as you would really like it to be.

The first step in setting personal goals is to consider what you want to achieve in your lifetime (or at least, by a significant and distant age in the future). Setting lifetime goals gives you the overall perspective that shapes all other aspects of your decision making.

To give a broad, balanced coverage of all important areas in your life, try to set goals in some of the following categories (or in other categories of your own, where these are important to you):

- **Career** - What level do you want to reach in your career, or what do you want to achieve?

- **Financial** - How much do you want to earn, by what stage? How is this related to your career goals?

- **Education** - Is there any knowledge you want to acquire in particular? What information and skills will you need to have in order to achieve other goals?

- **Family** - Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?

- **Artistic** - Do you want to achieve any artistic goals?

- **Attitude** - Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? (If so, set a goal to improve your behavior or find a solution to the problem.)

- **Physical** - Are there any athletic goals that you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?

- **Pleasure** - How do you want to enjoy yourself? (You should ensure that some of your life is for you!)

- **Public Servic**e - Do you want to make the world a better place? If so, how?

Spend some time brainstorming these things, and then select one or more goals in each category that best reflect what you want to

do. Then consider trimming again so that you have a small number of really significant goals that you can focus on.

As you do this, make sure that the goals that you have set are ones that you genuinely want to achieve, not ones that your parents, family, or employers might want. (If you have a partner, you probably want to consider what he or she wants - however, make sure that you also remain true to yourself!)

1.3.E. GOAL - THEORY of MOTIVATION

In 1960's, **Edwin Locke** put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In simple words, goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in. The important **features of goal-setting theory** are as follows:

✓ The willingness to work towards attainment of goal is main source of job motivation. Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals.

✓ **Specific and clear** goals lead to greater output and better

performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding.

✓ Goals should be **realistic and challenging**. This gives an individual a feeling of pride and triumph when he attains them, and sets him up for attainment of next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it.

✓ Better and appropriate feedback of results directs the employee behaviour and contributes to higher performance than absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction.

✓ **Employees' participation** in goal is not always desirable.

✓ Participation of setting goal, however, makes goal more acceptable and leads to more involvement.

✓ Goal setting theory has certain eventualities such as:

    a. **Self-efficiency-** Self-efficiency is the individual's self-confidence and faith that he has potential of performing the task. Higher the level of self-efficiency, greater will be

the efforts put in by the individual when they face challenging tasks. While, lower the level of self-efficiency, less will be the efforts put in by the individual or he might even quit while meeting challenges.

b. **Goal commitment-** Goal setting theory assumes that the individual is committed to the goal and will not leave the goal. The goal commitment is dependent on the following factors:

   i.   Goals are made open, known and broadcasted.

   ii. Goals should be set-self by individual rather than designated.

   iii. Individual's set goals should be consistent with the organizational goals and vision.

Advantages of Goal Setting Theory

- Goal setting theory is a technique used to raise incentives for employees to complete work quickly and effectively.

- Goal setting leads to better performance by increasing motivation and efforts, but also through increasing and improving the feedback quality.

Limitations of Goal Setting Theory

- At times, the organizational goals are in conflict with the managerial goals. Goal conflict has a detrimental effect on the performance if it motivates incompatible action drift.

- Very difficult and complex goals stimulate riskier behaviour.
- If the employee lacks skills and competencies to perform actions essential for goal, then the goal-setting can fail and lead to undermining of performance.
- There is no evidence to prove that goal-setting improves job satisfaction.

1.4. LEADERSHIP AND TEAM BUILDING

Leadership can greatly affect an organization, both by determining its success in the market and by defining the corporate culture. Strong, ethical leadership is extremely important in today's business climate. Although there are several different leadership styles, some of the most effective leaders are able to tailor their management practices to suit employee needs. Leadership is not only about being a great speaker or politician; it is about having a vision and being able to make that vision a reality. Team building is another important aspect of business. Many companies use teams to complete projects, and building an effective team is necessary to complete a project. Teams are most successful when they have a "coach" who is able to help see them through some of the more difficult stages of the team-building process.

1.4.A. LEADERSHIP

Leadership is a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.

Leadership is the art of getting someone else to do something you want done because he wants to do it*. —Dwight D. Eisenhower

What Makes a Leader?

It was Daniel Goleman who first brought the term "emotional intelligence" to a wide audience with his 1995 book of that name, and it was Goleman who first applied the concept to business with his 1998 HBR article, reprinted here. In his research at nearly 200 large, global companies, Goleman found that while the qualities traditionally associated with leadership—such as intelligence, toughness, determination, and vision—are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill.

These qualities may sound "soft" and unbusinesslike, but Goleman found direct ties between emotional intelligence and measurable business results. While emotional intelligence's relevance to business has continued to spark debate, Goleman's article remains the definitive reference on the subject, with a description of each component of emotional intelligence and a detailed discussion of how to recognize it in potential leaders,

how and why it connects to performance, and how it can be learned.

Every businessperson knows a story about a highly intelligent, highly skilled executive who was promoted into a leadership position only to fail at the job. And they also know a story about someone with solid—but not extraordinary—intellectual abilities and technical skills who was promoted into a similar position and then soared.

Such anecdotes support the widespread belief that identifying individuals with the "right stuff" to be leaders is more art than science. After all, the personal styles of superb leaders vary: Some leaders are subdued and analytical; others shout their manifestos from the mountaintops. And just as important, different situations call for different types of leadership. Most mergers need a sensitive negotiator at the helm, whereas many turnarounds require a more forceful authority.

That the most effective leaders are alike in one crucial way: They all have a high degree of what has come to be known as emotional intelligence. It's not that IQ and technical skills are irrelevant. They do matter, but mainly as "threshold capabilities"; that is, they are the entry-level requirements for executive

positions. Many recent studies, clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader.

1.4.A.1. SEVEN TRAITS ASSOCIATED WITH LEADERSHIP

DRIVE: leaders exhibit high effort level.

DESIRE TO LEAD: they should have strong desire to influence and lead others.

HONESTY AND INTEGRITY: they should build trust relations with their team mates.

SELF CONFIDENCE: they need to be self confident and firm

INTELLIGENCE: leaders need to be intelligent enough to gather, synthesize and interpret information.

JOB-RELEVENT KNOWLEDGE: leaders should have a high degree of knowledge which helps them to make well informed decisions and to understand the implications of those decisions.

EXTRAVERSION: Leaders are energetic, lively people. They are sociable, assertive and rarely silent or withdrawn.

1.4.A.2. LEADERSHIP STYLES

Different situations call for different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or laissez-faire style may be more effective. The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members.

Engaging style

Engaging as part of leadership style has been mentioned in various literature earlier. Dr. Stephen L. Cohen, the Senior Vice President for Right Management's Leadership Development Center of Excellence, has in his article Four Key Leadership Practices for Leading in Tough Times has mentioned Engagement as the fourth Key practice. He writes, "these initiatives do for the organization is engage both leaders and employees in understanding the existing conditions and how they can collectively assist in addressing them. Reaching out to employees during difficult times to better understand their concerns and interests by openly and honestly conveying the impact of the

downturn on them and their organizations can provide a solid foundation for not only engaging them but retaining them when things do turn around.

Engagement as the key to Collaborative Leadership is also emphasized in several original research papers and programs. Becoming an agile has long been associated with Engaging leaders - rather than leadership with an hands off approach.

Autocratic or authoritarian style

Under the autocratic leadership style, all decision-making powers are centralized in the leader, as with dictators.

Leaders do not entertain any suggestions or initiatives from subordinates. The autocratic management has been successful as it provides strong motivation to the manager. It permits quick decision-making, as only one person decides for the whole group and keeps each decision to him/herself until he/she feels it needs to be shared with the rest of the group.

Participative or democratic style

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. This has also been called shared leadership.

Laissez-faire or free-rein style

A person may be in a leadership position without providing leadership, leaving the group to fend for itself. Subordinates are given a free hand in deciding their own policies and methods. The subordinates are motivated to be creative and innovative.

Narcissistic leadership

It is a common leadership style. The narcissism may range from anywhere between healthy and destructive.

Toxic leadership

A toxic leader is someone who has responsibility over a group of people or an organization, and who abuses the leader–follower relationship by leaving the group or organization in a worse-off condition than when he/she joined it.

Task-oriented and relationship-oriented leadership

Task-oriented leadership is a style in which the leader is focused on the tasks that need to be performed in order to meet a certain production goal. Task-oriented leaders are generally more concerned with producing a step-by-step solution for given problem or goal, strictly making sure these deadlines are met, results and reaching target outcomes.

Relationship-oriented leadership is a contrasting style in which the leader is more focused on the relationships amongst the

group and is generally more concerned with the overall well-being and satisfaction of group members. Relationship-oriented leaders emphasize communication within the group, shows trust and confidence in group members, and shows appreciation for work done.

Task-oriented leaders are typically less concerned with the idea of catering to group members, and more concerned with acquiring a certain solution to meet a production goal. For this reason, they typically are able to make sure that deadlines are met, yet their group members' well-being may suffer. Relationship-oriented leaders are focused on developing the team and the relationships in it. The positives to having this kind of environment are that team members are more motivated and have support, however, the emphasis on relations as opposed to getting a job done might make productivity suffer.

1.4.A.3. LEADERSHIP TRAITS

Most theories in the 20th century argued that great leaders were born, not made. Current studies have indicated that leadership is much more complex and cannot be boiled down to a few key traits of an individual. Years of observation and study have indicated that one such trait or a set of traits does not make an extraordinary leader. What scholars have been able to arrive at is that leadership traits of an individual do not change from

situation to situation; such traits include intelligence, assertiveness, or physical attractiveness. However, each key trait may be applied to situations differently, depending on the circumstances. The following summarizes the main leadership traits found in research by Jon P. Howell, business professor at New Mexico State University and author of the book *Snapshots of Great Leadership*.

Determination and drive include traits such as initiative, energy, assertiveness, perseverance, masculinity, and sometimes dominance. People with these traits often tend to wholeheartedly peruse their goals, work long hours, are ambitious, and often are very competitive with others. Cognitive capacity includes intelligence, analytical and verbal ability, behavioral flexibility, and good judgment. Individuals with these traits are able to formulate solutions to difficult problems, work well under stress or deadlines, adapt to changing situations, and create well-thought-out plans for the future. Howell provides examples of Steve Jobs and Abraham Lincoln as encompassing the traits of determination and drive as well as possessing cognitive capacity, demonstrated by their ability to adapt to their continuously changing environments.

Self-confidence encompasses the traits of high self-esteem, assertiveness, emotional stability, and self-assurance. Individuals that are self-confident do not doubt themselves or their abilities

and decisions; they also have the ability to project this self-confidence onto others, building their trust and commitment. Integrity is demonstrated in individuals who are truthful, trustworthy, principled, consistent, dependent, loyal, and not deceptive. Leaders with integrity often share these values with their followers, as this trait is mainly an ethics issue. It is often said that these leaders keep their word and are honest and open with their cohorts.

Sociability describes individuals who are friendly, extroverted, tactful, flexible, and interpersonally competent. Such a trait enables leaders to be accepted well by the public, use diplomatic measures to solve issues, as well as hold the ability to adapt their social persona to the situation at hand. According to Howell, Mother Teresa is an exceptional example that embodies integrity, assertiveness, and social abilities in her diplomatic dealings with the leaders of the world.

Few great leaders encompass all of the traits listed above, but many have the ability to apply a number of them to succeed as front-runners of their organization or situation.

1.4.A.4. LEADERSHIP MYTHS

Leadership, although largely talked about, has been described as one of the least understood concepts across all cultures and

civilizations. Over the years, many researchers have stressed the prevalence of this misunderstanding, stating that the existence of several flawed assumptions, or myths, concerning leadership often interferes with individuals' conception of what leadership is all about (Gardner, 1965; Bennis, 1975).

Leadership is innate

According to some, leadership is determined by distinctive dispositional characteristics present at birth (e.g., extraversion; intelligence; ingenuity). However, it is important to note that leadership also develops through hard work and careful observation. Thus, effective leadership can result from nature (i.e., innate talents) as well as nurture (i.e., acquired skills).

Leadership is possessing power over others

Although leadership is certainly a form of power, it is not demarcated by power over people – rather, it is a power with people that exists as a reciprocal relationship between a leader and his/her followers (Forsyth, 2009). Despite popular belief, the use of manipulation, coercion, and domination to influence others is not a requirement for leadership. In actuality, individuals who seek group consent and strive to act in the best interests of others can also become effective leaders (e.g., class president; court judge).

Leaders are positively influential

The validity of the assertion that groups flourish when guided by effective leaders can be illustrated using several examples. For instance, according to Baumeister et al. (1988), the bystander effect (failure to respond or offer assistance) that tends to develop within groups faced with an emergency is significantly reduced in groups guided by a leader. Moreover, it has been documented that group performance, creativity, and efficiency all tend to climb in businesses with designated managers or CEOs. However, the difference leaders make is **not** always positive in nature. Leaders sometimes focus on fulfilling their own agendas at the expense of others, including his/her own followers (e.g., Pol Pot; Josef Stalin). Leaders who focus on personal gain by employing stringent and manipulative leadership styles often make a difference, but usually do so through negative means.

Leaders entirely control group outcomes

In Western cultures it is generally assumed that group leaders make all the difference when it comes to group influence and overall goal-attainment. Although common, this romanticized view of leadership (i.e., the tendency to overestimate the degree of control leaders have over their groups and their groups' outcomes) ignores the existence of many other factors that influence group dynamics. For example, group cohesion,

communication patterns among members, individual personality traits, group context, the nature or orientation of the work, as well as behavioral norms and established standards influence group functionality in varying capacities. For this reason, it is unwarranted to assume that all leaders are in complete control of their groups' achievements.

All Groups Have A Designated Leader

Despite preconceived notions, not all groups need have a designated leader. Groups that are primarily composed of women, are limited in size, are free from stressful decision-making, or only exist for a short period of time (e.g., student work groups; pub quiz/trivia teams) often undergo a diffusion of responsibility, where leadership tasks and roles are shared amongst members (Schmid Mast, 2002; Berdahl & Anderson, 2007; Guastello, 2007).

Group Members Resist Leaders

Although research has indicated that group members' dependence on group leaders can lead to reduced self-reliance and overall group strength, most people actually prefer to be led than to be without a leader (Berkowitz, 1953). This "need for a leader" becomes especially strong in troubled groups that are experiencing some sort of conflict. Group members tend to be

more contented and productive when they have a leader to guide them. Although individuals filling leadership roles can be a direct source of resentment for followers, most people appreciate the contributions that leaders make to their groups and consequently welcome the guidance of a leader (Stewart & Manz, 1995).

1.4.A.5. NEW DEMANDS LEADERS HAVE TO MEET

Leaders now need to manage and lead an "empowered" workforce and go beyond the consultative, co-operative and democratic styles of today. These new demands include:

- consultation and involvement - *but leaders still get criticised for not having and communicating a compelling vision and purpose*
- autonomy and freedom - *but leaders are still expected to take full responsibility when things go wrong*
- opportunities for growth, challenge and glory - *but leaders must be on hand to coach and mentor us so that we develop our potential*
- inclusion and team spirit - *but we still want our leaders to give us individual recognition and acknowledgement.*

However, there are not enough talented (ie: super-human) individuals who can meet all these demands.

1.4.A.6. LEADERSHIP WITH HEART

High self-esteem and high emotional intelligence is demonstrated by the effective response that is informative and assertive. That requires the correct thought, appropriate relationship and wisdom. Rational intelligence determines thinking and emotional intelligence determines the relationship between the self and others; spiritual intelligence enables wisdom during times of rapid change. If rational intelligence and emotional intelligence are sufficient under conditions of relative stability, spiritual intelligence is the essential component in times of paradigm shift and chaos.

Individuals with high spiritual intelligence see the holistic patterns and they have the capacity to question, think creatively, change the rules, and work effectively in changing situations by playing with the boundaries, break through obstacles and being innovative. They are instrumental in improving the world (Cairns, 1998).

Outstanding performers have high rational intelligence, high emotional intelligence and
high spiritual intelligence. They choose a workplace that encourages risk taking where they can be alive, dynamic, sociable

and innovative. This may explain why traditional hierarchical organizations find it difficult to attract exceptional talent.

1.4.A.7. WHY EI IS NEEDED IN LEADERSHIP

Emotional Intelligence does not fit the classic historical models of leadership. The latter are usually associated with great figures of military history and conjure up charismatic and sometimes despotic images. However, people often use the same language for leadership today - bold, brave and tough with a strong sense of purpose and resolve. However, this does not fit today's needs, because:

- today's workforce does not accept the autocratic style often adopted by leaders following historical models of leadership.
- leadership has had to evolve to match a growing sense of democracy and independence in the workforce
- employees now have far more options and choices than the foot soldiers of yesterday

1.4.A.8. HOW TO USE EI IN DEVELOPING LEADERSHIP

There are now a number of models and questionnaires aimed at measuring Emotional Intelligence, often based on self-report questionnaires. However, this approach has obvious limitations in

identifying levels of self-awareness - how can you be aware of what you are not aware of!

So, whilst questionnaires can play a part, better approaches also involve:

- experiential exercises
- 360 feedback processes These provide much more effective and comprehensive ways of identifying possible strengths and weaknesses in Emotional Intelligence terms. When the self-assessment and 360 is undertaken online, and results processed by someone independent, it assures confidentiality to the extent that achieves a much higher level of honesty in the feedback and assessment. This approach challenges complacency and can enable people to grow and develop.

1.4.A.9. LEADERSHIP AND MOTIVATION

An important role for a leader is motivating employees to do the best job possible. There are many ways a leader can motivate employees, and many of them do not require additional monetary compensation.

Sometimes motivation is brought about through creative means. The Container Store, a Dallas-based retailer, offers its employees free yoga classes, a personalized online nutrition diary, and a free monthly chair massage. These techniques help relieve employee

stress and make workers feel appreciated. The company has ranked near the top of *Fortune*'s 100 Best Companies to Work For since 2000.

Open communication is also a key to motivating employees. When employees feel that they will be listened to and managers openly discuss matters with employees, a trusting relationship is created. At Harley-Davidson's headquarters executives don't have doors on their offices, creating an open, trusting environment.

Another method to motivate is to ensure that employees are matched up with the right job. It is the leader's job to learn what employees' abilities and preferences are and match them accordingly to tasks that utilize their skills and when possible match with their preferences.

If a leader is a good role model, showing enthusiasm for his or her work and pride in the company, this will positively affect employee motivation.

1.4.B. TEAM BUILDING

Team building is a philosophy of job design in which employees are viewed as members of interdependent teams instead of as individual workers. Team building refers to a wide range of activities, presented to businesses, schools, sports teams, religious or nonprofit organizations designed for improving team performance.

Team building is pursued via a variety of practices, and can range from simple bonding exercises to complex simulations and multi-day team building retreats designed to develop a team (including group assessment and group-dynamic games), usually falling somewhere in between. It generally sits within the theory and practice of organizational development, but can also be applied to sports teams, school groups, and other contexts.

Team building is not to be confused with "team recreation" that consists of activities for teams that are strictly recreational. Team building can also be seen in day-to-day operations of an organization and team dynamic can be improved through successful leadership. Team building is an important factor in any environment, its focus is to specialize in bringing out the best in a team to ensure self development, positive communication,

leadership skills and the ability to work closely together as a team to problem solve.

Work environments tend to focus on individuals and personal goals, with reward & recognition singling out the achievements of individual employees. Team building can also refer to the process of selecting or creating a team from scratch.

"Teamwork" is defined as a group of people working together to achieve a common goal. Team members are mutually responsible for reaching the goal toward which they are working. Team building is a process meant to improve the performance of the team and involves activities designed to foster communication and encourage cooperation. Additionally, the objective is to avoid potential disputes and problems and to keep the morale of team members high.

Many different industries and organizations use teams to accomplish goals, because people working together can often achieve more than they could individually. How do you know if you need a team to complete a project? Ask yourself the following questions: Can I achieve this goal by myself? Do I have the resources and time to undertake this project? Can other people or a team of other people be more effective than I would

be in achieving this goal? If your answers favor the involvement of others, it's time to consider forming a team.

In an increasingly complex environment, organizations are using a team approach to bring a diverse set of skills and perspectives into play. An effective use of teams often draws upon a creative approach of bringing together specialists who combine their efforts and develop intra-team synergies to meet the challenges of their often complex organizational environment.

An example of an industry that often uses teamwork is the construction industry. A successful construction project cannot take place without the formation of teams. A design team will be formed at the beginning of the project and is made up of architects, engineers, and project consultants. The design team alone, however, will not be able to complete the project. They will also need to form a team with the owner of the project and the contractor.

1.4.B.1. TEAM DYNAMIC

When assembling a team it is very important to consider the overall dynamic of the team. According to Frank LaFasto, when building a team, five dynamics are fundamental to team success:

1. **The team member**: Successful teams are made up of a collection of effective individuals. These are people who are experienced, have problem solving ability, openness to addressing the problem, action oriented.

2. **Team relationships**: For a team to be successful the members of the team must be able to give and receive feedback.

3. **Team problem solving**: An effective team depends on how focused and clear the goal of the team is. A relaxed, comfortable and accepting environment and finally, open and honest communication.

4. **Team leadership**: Effective team leadership depends on leadership competencies. A competent leader is: focused on the goal, ensures a collaborative climate, builds confidence of team members, sets priorities, demonstrates sufficient "know-how" and manages performance through feedback.

5. **Organizational environment**: The climate and culture of the organization must be conductive to team behavior.

1.4.B.2. GOALS

The overall goals of team building are to increase the teams understanding of team dynamics and improve how the team works together. Unlike working as a group, working as a team

incorporates group accountability rather than individual accountability and results in a collective work product. Team building encourages the team approach to working on a project.

There are many advantages to this approach. These advantages include the following:

- Increased flexibility in skills and abilities
- More productive than work groups with individual mindset
- More beneficial in times of organizational change
- Encourage both individual and team development and improvement
- Focuses on group goals to accomplish more beneficial tasks

1.4.B.3.   LEADERSHIP ROLES

Successful team leaders frequently contain six of the same leadership abilities:

1. A team leader is usually goal-oriented to keep the team on track.
2. They must promote a safe environment where members can openly discuss issues.
3. A leader must build confidence amongst members by building and maintaining trust and offering the members responsibilities.

4. A leader should be technically competent in matters relating to team tasks and goals.

5. It is important for a team leader to set a manageable list of priorities for the team to keep members focused.

6. Finally, leaders should offer clear performance expectations by recognizing and rewarding excellent performance, and provide feedback to others.

Carl Larson and Frank LaFasto conducted a three year study of over 75 diverse teams. By interviewing key members of each team, Larson & LaFasto identified eight effective strategies a leader should employ to enhance team building:

1. Establish clear and inspiring team goals
2. Maintain a results-oriented team structure
3. Assemble competent team members
4. Strive for unified commitment
5. Provide a collaborative climate
6. Encourage standards of excellence
7. Furnish external support and recognition
8. Apply principled leadership

1.4.B.4. TEAM BUILDING EXERCISES

Team building exercises consist of a variety of tasks designed to develop group members and their ability to work together effectively. There are many types of team building activities that range from games for kids to games and challenges that involve novel and complex tasks that are designed for improving group performance by addressing specific needs.

Team building can range from simple social activities - to encourage team members to spend time together- to team development activities -designed to help individuals discover how they approach a problem, how the team works together, and discover better methods of communication.

Team interaction involves "soft" interpersonal skills including communication, negotiation, leadership, and motivation - in contrast to technical skills directly involved with the job at hand. Depending on the type of team building, the novel tasks can encourage or specifically teach interpersonal team skills to increase team performance.

Whether indoor or outdoor, the purpose of team building exercises is to assist teams in becoming cohesive units of individuals that can effectively work together to complete tasks.

Communication exercise: This type of team building exercise is exactly what it sounds like. Communications exercises are problem solving activities that are geared towards improving communication skills. The issues teams encounter in these exercises are solved by communicating effectively with each other.

- Goal: Create an activity which highlights the importance of good communication in team performance and/or potential problems with communication.

Problem-solving/decision-making exercise: Problem-solving/decision-making exercises focus specifically on groups working together to solve difficult problems or make complex decisions. These exercises are some of the most common as they appear to have the most direct link to what employers want their teams to be able to do.

- Goal: Give team a problem in which the solution is not easily apparent or requires the team to come up with a creative solution

Planning/adaptability exercise: These exercises focus on aspects of planning and being adaptable to change. These are important things for teams to be able to do when they are assigned complex tasks or decisions.

- Goal: Show the importance of planning before implementing a solution

Trust exercise: A trust exercise involves engaging team members in a way that will induce trust between them. They are sometimes difficult exercises to implement as there are varying degrees of trust between individuals and varying degrees of individual comfort trusting others in general.

- Goal: Create trust between team members

Assessment and feedback

In the organizational development context, a team may embark on a process of self-assessment to gauge its effectiveness and improve its performance. To assess itself, a team seeks feedback from group members to find out both its current strengths and weakness.

To improve its current performance, feedback from the team assessment can be used to identify gaps between the desired state and the current state, and to design a gap-closure strategy.

Team development can be the greater term containing this assessment and improvement actions, or as a component of organizational development.

Another way is to allow for personality assessment amongst the team members, so that they will have a better understanding of their working style, as well as their fellow team mates.

A structured team building plan is a good tool to implement team bonding and thus, team awareness. These may be introduced by companies that specialize in executing team building sessions, or done internally by the human resource department.

Risks

The major risk of team building is that a team member may become cynical of the organization. This could happen as a result of the organization holding team building events outside of the normal context in which the organization usually functions under. For example, if an organization hosts team building events when individual goals and efforts are the norm with the organizational culture, the team building event will have no lasting impact.

It is crucial to follow up a team building event with meaningful workplace practice. If the team members do not see an

improvement within an organization as a result of team building events, members may view such events as a waste of time. This may lead to loss of trust in the organization, harm motivation, as well as decrease employee morale and production.

1.4.B.5.   TYPES OF TEAMS

Throughout different organizations there are different types of teams that are used to accomplish goals. Two of the most common team varieties are problem-solving and cross-functional teams.

Problem-Solving Teams

These teams are formed for a temporary period until a problem is solved, and then they disband. Team members often consist of one level of management. Let's say XYZ Corporation has lost 10 percent of its North American market share to MNO Widgets. XYZ wants to get this back by increasing sales across North America. All of XYZ's regional salespeople will be called in to form a team to regain that market share. Although their regional focus will remain, they will have to work together to solve the problem of regaining that market share, and when they achieve that goal, they will individually work on maintaining their hold in their market.

Cross-Functional Teams

This type of team is made up of members from different areas of the business and often from a common managerial level. If a shampoo company wants to bring a new conditioner to market, a team will be formed and its members will consist of managers from different departments such as brand management, product development, market research, and finance. It is also likely that there will be involvement by marketing, communications, and design when the product comes closer to being launched.

1.4.B.6. STAGES OF TEAM DEVELOPMENT

Team development has been broken into four stages: form, storm, norm, and perform.

Forming the Team

The first stage involves assembling the team and defining the goals, which should provide focus and be attainable. It is important that the team leadership understands the strengths of each of the team members in order to assemble a cohesive team. Often in the forming stage, team members will be extremely polite to one another; they will be feeling each other out.

An example of a goal that the team may set would be the project schedule. For a construction team, for example, there are many

stages of the project that should be completed in a certain time frame to ensure that the project is completed on time for the owner. The design team designates the appropriate amount of time for the construction phase in which the builder will make a profit. It is important to agree upon and set this schedule from the beginning.

Storming Stage of Team Development

The second phase involves coordinating efforts and solving problems. If the teamwork starts to slip because of a difficult problem, it is necessary for the team members to get the project back on track. Team members should be conscious of the team's health and whether the team is taking steps in the right direction to reach the goals. It may be necessary to think creatively about approaches to solving a problem.

Communication is extremely important to effective team performance in the storming stage. Effective teams communicate clearly and openly about problems. Ineffective communication can cause unnecessary tension and stress to team members. It is important that communication be relevant and responsive. Relevant communication is task-oriented and focused. Responsive communication involves the willingness of team members to

gather information, to actively listen, and to build on the ideas and views of other team members.

Establishing Team Norms

The project norms are an informal standard of conduct that guides the behavior of team members. This stage involves defining team roles, rights, and responsibilities. It is important to establish these norms at the beginning of the team-building process in order to avoid problems along the way. In addition to allocating responsibilities, it may also be necessary to allocate the risk that is to be undertaken by each team member. Each member of the team should have a sense of ownership of the project.

Allocating responsibility also means establishing a team leader. Team leadership should not be a top-down effort, but should be more of a coaching role. The team leader must act as a cheerleader, encouraging the team members to work together, providing ideas, and serving as a role model.

There is often a period after the team has been formed when a conflict of personalities or ideas will arise. Team members begin to show their own styles; they are no longer worried about being polite. At this stage, there will be pessimism on the part of team

members in relation to the project and there may also be confusion.

Team Performance Stage

By this stage, the team is working together effectively, problems have been smoothed out, and achievements begin to become evident. A great deal of work will be accomplished at this stage. The team will be able to tackle new tasks easily and confidently. They will be comfortable using creative means. It is essential at this point to evaluate and report on progress that has been made.

Project Completion and Team Disbanding Stage

The last phase of the project is completion. Often at this time the team will evaluate the results, debrief, and take time to learn and improve its processes for use in future team-based projects.

1.4.B.7.   TEAM MANAGEMENT

Team management refers to techniques, processes and tools for organizing and coordinating a group of individuals working towards a common goal—i.e. a team.

Several well-known approaches to team management have come out of academic work. Examples include the Belbin Team

Inventory by Meredith Belbin, a method to identify the different types of personalities within teams, and Ken Blanchard's description of "High Performing Teams".

The 'Team Development Model', identified by Bruce Tuckman, offers a foundational definition of the stages teams go through during their lifecycle. Those stages are labeled Forming, Storming, Norming and Performing.

While the activities of team management are not new, many of the tools used by team managers are. The more Organizational Development-oriented practitioners often use interview-based analysis and provide reportage and insights that team leaders and their management may use to adapt team practices for higher performance. Teams can also be developed through team building activities - which can also be used simply to build relationships where team members lack cohesion due to organizational structure or physical distance. Project managers may approach team management with a focus on structure, communications and standardized practices.

With the growing need to integrate the efforts of teams composed of members from different companies and geographies, organizations are increasingly turning to a new class of Internet

software for team management. These tools combine planning and collaboration with features that provide a structure for team relationships and behaviors. In addition, there are tools that facilitate the forming of highly productive teams through analysis of personality and skills profiles.

1.4.B.8. SIX DEADLY SINS OF TEAM BUILDING

To create effective teams, managers need to avoid the following six deadly sins of team building:

1. **Lack of a model.** A team leader often focuses on a single aspect of team functioning, such as communication practices. But many other elements are critical to team success and effectiveness, and a team is only as strong as its weakest component. A single-dimensional team-building process may cause frustration and destroy the credibility of the process.

   Fix: A model of how teams function is needed to address all the factors that result in reduced team effectiveness. At a minimum, the following must be considered for team effectiveness:

   o Clearly stated and commonly held vision and goals

   o Talent and skills required to meet the goals

- Clear understanding of team members' roles and functions
- Efficient and shared understanding of procedures and norms
- Effective and skilled interpersonal relations
- A system of reinforcement and celebration
- Clear understanding of the team's relationship to the organization

2. **Lack of diagnosis.** Each team has distinct strengths and weaknesses, which team building must take into account. The team leader must be aware of these strengths and weaknesses.

   Fix: The leader must assess his team's strength and weaknesses. Although assessment and diagnostic instruments can be purchased, hiring an outside consultant to complete a thorough team assessment is advisable.

3. **Short-term intervention.** Some managers think that a one-day retreat or team-building exercise will resolve issues causing tension and frustration. One day, no matter how good it is, is not going to make much of a change in the norms, culture, or practices of a team. A one-day retreat may bring to

light issues that cannot be solved during that day and are left to fester, resulting in team members mistrusting the process.

Fix: Plan a long-term strategy for team building. One year is a good time frame for this plan.

4. **No evaluation of progress.** Because team building is a long-term process, both management and team members need to know whether it is succeeding. A mechanism for regular evaluation of team functioning needs to be in place so that the team leader can identify barriers and eliminate them.

Fix: Plan regular evaluations of team progress. The diagnostic instrument used initially can be used at regular intervals to gauge progress.

5. **Leadership detachment.** The detached manager looks at team development as something that will help others change so that the team will function more effectively. However, the most influential person in most teams is the formal leader or manager who sets the tone for the team, whether intentionally or unintentionally.

Fix: A manager must be willing to hear from employees about how his or her behavior impacts the team, whether negatively or positively. The worst thing that an organization

can do is to start the process and refuse to acknowledge that a manager is a key player in the process.

Addressing all problems internally. Team building cannot succeed unless conflicts and problems are brought into the open and dealt with properly. Poorly functioning teams are characterized by climates of blame, defensiveness, and a lack of ability to deal with conflict. These teams cannot improve themselves.

1.4.B.9.   RESOLVING TEAM CONFLICT

Building Stronger Teams by Facing Your Differences

Conflict can be pretty much inevitable when you work with others. People have different viewpoints and under the right set of circumstances, those differences escalate to conflict. How you handle that conflict determines whether it works to the team's advantage or contributes to its demise.

You can choose to ignore it, complain about it, blame someone for it, or try to deal with it through hints and suggestions; or you can be direct, clarify what is going on, and attempt to reach a resolution through common techniques like negotiation or compromise. It's clear that conflict has to be dealt with, but the

question is how: It has to be dealt with constructively and with a plan, otherwise it's too easy to get pulled into the argument and create an even larger mess.

Conflict isn't necessarily a bad thing, though. Healthy and constructive conflict is a component of high functioning teams. Conflict arises from differences between people; the same differences that often make diverse teams more effective than those made up of people with similar experience. When people with varying viewpoints, experiences, skills, and opinions are tasked with a project or challenge, the combined effort can far surpass what any group of similar individual could achieve. Team members must be open to these differences and not let them rise into full-blown disputes.

Understanding and appreciating the various viewpoints involved in conflict are key factors in its resolution. These are key skills for all team members to develop. The important thing is to maintain a healthy balance of constructive difference of opinion, and avoid negative conflict that's destructive and disruptive.

Getting to, and maintaining, that balance requires well-developed team skills, particularly the ability to resolve conflict when it does happens, and the ability to keep it healthy and avoid conflict in

the day-to-day course of team working. Let's look at conflict resolution first, then at preventing it.

Resolving Conflict

When a team oversteps the mark of healthy difference of opinion, resolving conflict requires respect and patience. The human experience of conflict involves our emotions, perceptions, and actions; we experience it on all three levels, and we need to address all three levels to resolve it. We must replace the negative experiences with positive ones.

The three-stage process below is a form of mediation process, which helps team members to do this:

Step 1: Prepare for Resolution

- **Acknowledge the conflict** – The conflict has to be acknowledged before it can be managed and resolved. The tendency is for people to ignore the first signs of conflict, perhaps as it seems trivial, or is difficult to differentiate from the normal, healthy debate that teams can thrive on. If you are concerned about the conflict in your team, discuss it with other members. Once the team recognizes the issue, it can start the process of resolution.

- **Discuss the impact** – As a team, discuss the impact the conflict is having on team dynamics and performance.

- **Agree to a cooperative process** – Everyone involved must agree to cooperate in to resolve the conflict. This means putting the team first, and may involve setting aside your opinion or ideas for the time being. If someone wants to win more than he or she wants to resolve the conflict, you may find yourself at a stalemate.

- **Agree to communicate** – The most important thing throughout the resolution process is for everyone to keep communications open. The people involved need to talk about the issue and discuss their strong feelings. Active listening is essential here because to move on you need to really understand where the other person is coming from.

Step 2: Understand the Situation

Once the team is ready to resolve the conflict, the next stage is to understand the situation, and each team member's point of view. Take time to make sure that each person's position is heard and understood. Remember that strong emotions are at work here so you have to get through the emotion and reveal the true nature of the conflict.

- **Clarify positions** – Whatever the conflict or disagreement, it's important to clarify people's positions. Whether there are

obvious factions within the team who support a particular option, approach or idea, or each team member holds their own unique view, each position needs to be clearly identified and articulated by those involved.

- This step alone can go a long way to resolve the conflict, as it helps the team see the facts more objectively and with less emotion.

Sally and Tom believe the best way to market the new product is through a TV campaign. Mary and Beth are adamant that internet advertising is the way to go; whilst Josh supports a store-lead campaign.

- **List facts, assumptions and beliefs underlying each position** – What does each group or person believe? What do they value? What information are they using as a basis for these beliefs? What decision-making criteria and processes have they employed?

Sally and Tom believe that TV advertising is best because it has worked very well in the past. They are motivated by the saying, "If it ain't broke, don't fix it."

Mary and Beth are very tuned-in to the latest in technology and believe that to stay ahead in the market, the company has to continue to try new things. They seek challenges and find change exhilarating and motivating. Josh believes a store-lead campaign is the most cost-effective. He's cautious, and feels this is the best

way to test the market at launch, before committing the marketing spend.

- **Analyze in smaller groups** – Break the team into smaller groups, separating people who are in alliance. In these smaller groups, analyze and dissect each position, and the associated facts, assumptions and beliefs.

- Which facts and assumptions are true? Which are the more important to the outcome? Is there additional, objective information that needs to be brought into the discussion to clarify points of uncertainly or contention? Is additional analysis or evaluation required?

Tip:

Consider using formal evaluation and decision-making processes where appropriate. Techniques such as PMI, Force Field Analysis, Paired Comparison Analysis and Cost/Benefit Analysis are among those that could help.

If such techniques have not been used already, they may help make a much more objective decision or evaluation. Gain agreement within the team about which techniques to use, and how to go about the further analysis and evaluation.

- By considering the facts, assumptions, beliefs and decision making that lead to other people's positions, the group will gain a better understanding of those positions. Not only can this reveal new areas of agreement, it can also reveal new

ideas and solutions that make the best of each position and perspective.

- Take care to remain open, rather than criticize or judge the perceptions and assumptions of other people. Listen to all solutions and ideas presented by the various sides of the conflict. Everyone needs to feel heard and acknowledged if a workable solution is to be reached.

- **Convene back as a team** – After the group dialogue, each side is likely to be much closer to reaching agreement. The process of uncovering facts and assumptions allows people to step away from their emotional attachments and see the issue more objectively. When you separate alliances, the fire of conflict can burn out quickly, and it is much easier to see the issue and facts laid bare.

Step 3: Reach Agreement

Now that all parties understand the others' positions, the team must decide what decision or course of action to take. With the facts and assumptions considered, it's easier to see the best of action and reach agreement.

In our example, the team agrees that TV advertising is the best approach. It has had undeniably great results in the past and there is no data to show that will change. The message of the advertising will promote the website and direct consumers there.

This meets Mary and Beth's concern about using the website for promotions: they assumed that TV advertising would disregard it.

If further analysis and evaluation is required, agree what needs to be done, by when and by whom, and so plan to reach agreement within a particular timescale. If appropriate, define which decision making and evaluation tools are to be employed.

If such additional work is required, the agreement at this stage is to the approach itself: Make sure the team is committed to work with the outcome of the proposed analysis and evaluation.

Tip:

If the team is still not able to reach agreement, you may need to use a techniques like Win-Win Negotiation, Nominal Group Technique or Multi-Voting to find a solution that everyone is happy to move the team ahead.

When conflict is resolved take time to celebrate and acknowledge the contributions everyone made toward reaching a solution. This can build team cohesion and confidence in their problem solving skills, and can help avert further conflict.

This three-step process can help solve team conflict efficiently and effectively. The basis of the approach is gaining understanding of the different perspectives and using that understanding to expand your own thoughts and beliefs about the issue.

Preventing Conflict

As well as being able to handle conflict when it arises, teams need to develop ways of preventing conflict from becoming damaging. Team members can learn skills and behavior to help this. Here are some of the key ones to work on:
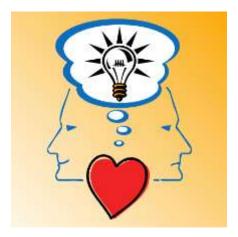
- Dealing with conflict immediately – avoid the temptation to ignore it.
- Being open – if people have issues, they need to be expressed immediately and not allowed to fester.
- Practicing clear communication – articulate thoughts and ideas clearly.
- Practicing active listening – paraphrasing, clarifying, questioning.
- Practicing identifying assumptions – asking yourself "why" on a regular basis.
- Not letting conflict get personal – stick to facts and issues, not personalities.
- Focusing on actionable solutions – don't belabor what can't be changed.
- Encouraging different points of view – insist on honest dialogue and expressing feelings.
- Not looking for blame – encourage ownership of the problem and solution.

- Demonstrating respect – if the situation escalates, take a break and wait for emotions to subside.
- Keeping team issues within the team – talking outside allows conflict to build and fester, without being dealt with directly.

To explore the process of conflict resolution in more depth, take our Bite-Sized Training session on Dealing with Conflict.

Key Points

Conflict can be constructive as long as it is managed and dealt with directly and quickly. By respecting differences between people, being able to resolve conflict when it does happen, and also working to prevent it, you will be able to maintain a healthy and creative team atmosphere. The key is to remain open to other people's ideas, beliefs, and assumptions. When team members learn to see issues from the other side, it opens up new ways of thinking, which can lead to new and innovative solutions, and healthy team performance.

1.4.C. LEADERSHIP AND TEAM BUILDING

What are the qualities of good leaders? What makes them successful? Think of some of the greatest leaders of all time. What made them stand out from others? We may think of adjectives such as "heroic," "charismatic," and "strategic." These are all leadership qualities, but what really makes for a strong and successful leader?

Successful leaders are able to influence others. They use their innate qualities to inspire a workforce, a team, or a nation to achieve goals. Leaders can see beyond themselves and beyond the task at hand to look at achieving long-term goals by utilizing their strengths combined with the strengths of others.

Effective leaders are able to manage relationships with others and create positive outcomes.

Winston Churchill often comes to mind as one of the greatest leaders in history. He was a talented orator and politician, but what made Churchill a phenomenal leader was his ability to mobilize and strengthen the will of his people through his words and policies. Although his strategic actions were often criticized at the time for being impulsive, Churchill allowed his belief in

democracy and his intolerance for fascism to dictate his wartime policies. It was not only his passion for the policies but his ability to carry out his plans that made him a successful leader.

Leadership, such as that demonstrated by Churchill, is about inspiring others and doing the right thing. Leaders make change happen, but their values remain steady and unchanging. Most leaders not only have a long-term perspective on goals, but they also have innovative ways of achieving their goals.

World leaders and business leaders alike can create triumph from disasters. Leaders learn from failure and have a steadfastness of purpose that keeps them focused on a goal or objective in spite of near-term setbacks or adverse conditions.

Leaders are flexible in their execution and will make midcourse corrections and iterative improvements-leaders "bend but don't break." They inspire those around them to stretch and do their best to fulfill the organizational mission. Leaders are able to energize those around them in order to create desired results without compromising their ethical standards.

1.4.C.1. ORGANIZATIONS

An organization that is established as an instrument or means for achieving defined objectives has been referred to as a formal organization. Its design specifies how goals are subdivided and reflected in subdivisions of the organization. Divisions, departments, sections, positions, jobs, and tasks make up this work structure. Thus, the formal organization is expected to behave impersonally in regard to relationships with clients or with its members. According to Weber's definition, entry and subsequent advancement is by merit or seniority. Employees receive a salary and enjoy a degree of tenure that safeguards them from the arbitrary influence of superiors or of powerful clients. The higher one's position in the hierarchy, the greater one's presumed expertise in adjudicating problems that may arise in the course of the work carried out at lower levels of the organization. It is this bureaucratic structure that forms the basis for the appointment of heads or chiefs of administrative subdivisions in the organization and endows them with the authority attached to their position.

In contrast to the appointed head or chief of an administrative unit, a leader emerges within the context of the informal organization that underlies the formal structure. The informal

organization expresses the personal objectives and goals of the individual membership. Their objectives and goals may or may not coincide with those of the formal organization. The informal organization represents an extension of the social structures that generally characterize human life — the spontaneous emergence of groups and organizations as ends in themselves.

In prehistoric times, humanity was preoccupied with personal security, maintenance, protection, and survival. Now humanity spends a major portion of waking hours working for organizations. The need to identify with a community that provides security, protection, maintenance, and a feeling of belonging has continued unchanged from prehistoric times. This need is met by the informal organization and its emergent, or unofficial, leaders.

Leaders emerge from within the structure of the informal organization. Their personal qualities, the demands of the situation, or a combination of these and other factors attract followers who accept their leadership within one or several overlay structures. Instead of the authority of position held by an appointed head or chief, the emergent leader wields influence or power. Influence is the ability of a person to gain co-operation from others by means of persuasion or control over rewards.

Power is a stronger form of influence because it reflects a person's ability to enforce action through the control of a means of punishment.

A leader is a person who influences a group of people towards a specific result. It is not dependent on title or formal authority. (Elevos, paraphrased from Leaders, Bennis, and Leadership Presence, Halpern & Lubar.) Ogbonnia (2007) defines an effective leader "as an individual with the capacity to consistently succeed in a given condition and be viewed as meeting the expectations of an organization or society." Leaders are recognized by their capacity for caring for others, clear communication, and a commitment to persist. An individual who is appointed to a managerial position has the right to command and enforce obedience by virtue of the authority of their position. However, she or he must possess adequate personal attributes to match this authority, because authority is only potentially available to him/her. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge her/his role in the organization and reduce it to that of a figurehead. However, only authority of position has the backing of formal sanctions. It follows that whoever wields personal influence and power can legitimize this only by gaining a formal position in the hierarchy, with commensurate authority.

Leadership can be defined as one's ability to get others to willingly follow. Every organization needs leaders at every level.

1.4.C.2.   MANAGEMENT

Over the years the philosophical terminology of "management" and "leadership" have, in the organizational context, been used both as synonyms and with clearly differentiated meanings. Debate is fairly common about whether the use of these terms should be restricted, and generally reflects an awareness of the distinction made by Burns (1978) between "transactional" leadership (characterized by e.g. emphasis on procedures, contingent reward, management by exception) and "transformational" leadership (characterized by e.g. charisma, personal relationships, creativity).

1.4.c.3.   GROUP LEADERSHIP

In contrast to individual leadership, some organizations have adopted group leadership. In this situation, more than one person provides direction to the group as a whole. Some organizations have taken this approach in hopes of increasing creativity, reducing costs, or downsizing. Others may see the traditional leadership of a boss as costing too much in team performance. In some situations, the team members best able to handle any

given phase of the project become the temporary leaders. Additionally, as each team member has the opportunity to experience the elevated level of empowerment, it energizes staff and feeds the cycle of success.

Leaders who demonstrate persistence, tenacity, determination, and synergistic communication skills will bring out the same qualities in their groups. Good leaders use their own inner mentors to energize their team and organizations and lead a team to achieve success.

These Group Leaderships or Leadership Teams have specific characteristics:

Characteristics Of A Group Leadership

- There must be an awareness of unity on the part of all its members.
- There must be interpersonal relationship. Members must have a chance to contribute, and learn from and work with others.
- The members must have the ability to act together toward a common goal.

Ten characteristics of well-functioning teams:

- Purpose: Members proudly share a sense of why the team exists and are invested in accomplishing its mission and goals.

- Priorities: Members know what needs to be done next, by whom, and by when to achieve team goals.

- Roles: Members know their roles in getting tasks done and when to allow a more skillful member to do a certain task.

- Decisions: Authority and decision-making lines are clearly understood.

- Conflict: Conflict is dealt with openly and is considered important to decision-making and personal growth.

- Personal traits: members feel their unique personalities are appreciated and well utilized.

- Norms: Group norms for working together are set and seen as standards for every one in the groups.

- Effectiveness: Members find team meetings efficient and productive and look forward to this time together.

- Success: Members know clearly when the team has met with success and share in this equally and proudly.

- Training: Opportunities for feedback and updating skills are provided and taken advantage of by team members.

1.4.C.4.   PERFORMANCE

In the past, some researchers have argued that the actual influence of leaders on organizational outcomes is overrated and romanticized as a result of biased attributions about leaders (Meindl & Ehrlich, 1987). Despite these assertions, however, it is largely recognized and accepted by practitioners and researchers that leadership is important, and research supports the notion that leaders do contribute to key organizational outcomes (Day & Lord, 1988; Kaiser, Hogan, & Craig, 2008). To facilitate successful performance it is important to understand and accurately measure leadership performance.

Job performance generally refers to behavior that is expected to contribute to organizational success (Campbell, 1990). Campbell identified a number of specific types of performance dimensions; leadership was one of the dimensions that he identified. There is no consistent, overall definition of leadership performance (Yukl, 2006). Many distinct conceptualizations are often lumped together under the umbrella of leadership performance, including outcomes such as leader effectiveness, leader advancement, and leader emergence (Kaiser et al., 2008). For instance, leadership performance may be used to refer to the career success of the individual leader, performance of the group or organization, or

even leader emergence. Each of these measures can be considered conceptually distinct. While these aspects may be related, they are different outcomes and their inclusion should depend on the applied or research focus.

1.4.C.5. LEADERSHIP AND CULTURE

Leadership style is extremely important in an organization, as it often affects the organization's culture. Which style of management is right? It depends greatly on the type of organization and on the top management within the organization.

If managers are strong leaders, their style of leadership often predominates throughout the different levels of management within the organization. The leadership style is then responsible for creating the culture of the organization. There are good and bad hallmarks for leadership within an organization. If the corporate leadership style is deceptive, then often the management culture within the organization will be deceptive. The same would hold true if the leadership was ethical.

It takes a strong leader to create a lasting culture within an organization. For ordinary leaders it can take years to shape the

attitudes and environment; only an extraordinary leader is capable of making revolutionary change.

1.4.C.6.   CORPORATE CULTURE

A corporate culture is the system of beliefs, goals, and values that an organization possesses. Many aspects of an organization influence the corporate culture including workplace environments, communications networks, and managerial philosophies.

Strong cultures cause employees to march to the same beat and create high levels of employee motivation and loyalty. Corporate culture also provides control and structure to the company.

Having a strong corporate culture is not always the key to an organization's success. If the corporate culture is an obstacle to change, it can hinder a company's performance and ultimately its success. A misdirected culture can lead employees to strive for the wrong goals.

Characteristics of Successful Corporate Cultures

Here are some examples of characteristics of successful corporate cultures. By no means is this list exhaustive.

Caring. This involves employees taking responsibility for their actions, caring about both the customer and the good of the company. It creates high-quality customer service and a positive atmosphere in which to work.

Challenge. If the CEO of a company states that employees should "think outside the box," but then squashes ideas because of their perceived chance of failure, a contradictory environment is created. In this type of situation, a challenge to conventional thinking and performing causes employees to fear losing their jobs; creative employees will leave and a culture of yes-men will be created.

Risk. A successful company will be able to manage risk and even turn it into a strategic and profitable advantage. It involves paying attention to reputation and earnings. Employees must anticipate the consequences
of their decisions and actions. This type of risk management can add significant shareholder value.

Ethics. Often ethics can be the glue that holds the culture of an organization together. An effective leader should create a written ethical

code for the organization. This code of ethics should not only be enforced but continuously reinforced. The employee's ethics should serve as a standard by which performance is evaluated.

Focus. There is a saying, "If you don't know where you are going, then any road will take you there." A leader has done his or her job well if the managers have a sense of continuity, if they know where the company or organization is heading. If managers feel that the direction of the organization is decided on by which way the wind is blowing that day, goals will not be met. It is important for employees to know where they are going and what they should be achieving, and it is the job of the leader to define this for them. The leader should always know where he or she is going at all times.

However, this does not mean that a leader should not be willing to change. In fact, a leader should be an agent for change, because stagnation does not often lead to success. It is important that while being accepting to change a leader is able to align employees with goals.

Trust. Mutual trust is an important hallmark of effective leadership. Management should trust the leader and the leader should trust management. It is important to note that

micromanaging can kill the trusting culture. When employees come to trust one another, it creates a team environment, where everyone is working for the common goals of the organization.

Merit. Organizations often meet their goals by rewarding employee performance based on merit. Merit systems create fairness and help to further foster a team environment.

1.4.C.7.   LEADERSHIP TRENDS

In today's competitive environment, leaders are continually searching for new ideas and approaches to improving their understanding of leadership. Here are thumbnail descriptions of current leadership trends.

Coaching

A new trend in effective leadership, coaching, has become extremely popular throughout different organizations. This style of leadership involves guiding employees in their decision-making process. When coaching, management provides employees with ideas, feedback, and consultation, but decisions will ultimately be left in the hands of the employees. Coaching prepares employees for the challenges they will face. The lower an employee's skill and experience level, the more coaching the worker will require.

The interactions that an employee has with the manager are the best opportunities they have for enhancing their respective skills. Coaching enables the employees to excel at their tasks. Instilling confidence in employees is extremely important. If management conveys the belief that employees will exceed expectations, it helps them do so.

A good coach will draw out the strengths of each employee and focus on how those strengths can be directed most effectively to achieve the organization's purpose and objectives. A good coach will also facilitate personal development and an improvement process through which the employee will be able to play a more effective role in achieving the organization's purpose and objectives. An effective coach also realizes that each employee is unique, with different strengths and weaknesses, and that a coaching strategy must reflect this individualistic approach.

Employee Empowerment

As organizations and companies become increasingly borderless, employee empowerment becomes ever more important. This trend in leadership has allowed employees to participate in the decision-making processes. Employee empowerment is also a method for building employee self-esteem and can also improve customer satisfaction. It also ties them more closely to the

company goals and will serve to increase their pride in their work and loyalty to the organization.

Global Leadership

As corporations become increasingly international in scope, there is a growing demand for global leaders. Although many of the qualities that make a successful domestic leader will make a successful global leader, the differences lie in the abilities of the leader to take on a global perspective. Global leaders are often entrepreneurial; they will have the ambition to take their ideas and strategies across borders.

They will also have to develop cultural understanding; global leaders must be sensitive to the cultures of those working under them, no matter where they are based. Global leaders must also be adaptable; this is part of accepting the cultural norms of different countries in which they are operating. They must know when to adapt the operational structure of the organization or adjust their leadership styles in order to relate to those around them. However, as adaptable as they must be, the global leader should not adapt his or her ethics or values to suit local tastes. Global leaders must also serve as role models, fighting corruption, not giving in to it.

Equitable Treatment

An important trend in leadership is the equitable treatment of employees. This does not mean that each employee will be treated the same; it means that every employee will be given the amount of individual attention they require, and it will involve leadership knowing his or her employees. A good leader will get to know employees well enough to give them what they need in order to best perform. For some employees that may mean more structure; for others it may mean more freedom. Some employees may need to be monitored more carefully, while others may work better independently. Leaders must know how to bring out the best in employees and how to build solid relationships with them; the most effective way of doing this is by getting to know them individually.

PURSUING A LEADERSHIP ROLE

When pursuing a leadership role in an organization, it is important to gain insight into effective leadership.

Firsthand Experience

Draw upon your firsthand experience in leadership roles; think of the lessons you have learned from leading clubs, teams, or other groups.

Leader Memoirs

It is also important to read about other leaders. Most world leaders read books about leaders whom they admire. The books provide important insights into what it takes to be a leader and how to make decisions.

Find a Mentor

Learning from an accomplished leader is a great way to improve your own leadership abilities; find someone in your organization or community whose leadership you admire and ask this person to serve as your mentor; they will probably be flattered and happy to help.

Research

It is important to research management and leadership trends and to learn skills and techniques that are relevant to the particular field in which you are working so that you can then implement them.

1.4.C.8. EMOTIONAL INTELLIGENCE FOR LEADERSHIP AND TEAM RELATION

Leadership abilities vary according to rater perspective and level of emotional intelligence. In general, co-workers seem to

appreciate managers' abilities to control their impulses and anger, to withstand adverse events and stressful situations, to be happy with life, and to be a cooperative member of the group. These leaders are more likely to be seen as participative, self-aware, composed, and balanced.

Higher levels of emotional intelligence are associated with better performance in the following areas:

☐ Participative Management

☐ Putting People at Ease

☐ Self-Awareness

☐ Balance Between Personal Life and Work

☐ Straightforwardness and Composure

☐ Building and Mending Relationships

☐ Doing Whatever it Takes

☐ Decisiveness

☐ Confronting Problem Employees

☐ Change Management

Participative Management reflects the importance of getting buy-in at the beginning of an initiative. It is an extremely important relationship-building skill in today's management climate in which organizations value interdependency within and between groups. Of all the skills and perspectives measures on

Benchmarks, participative management had the largest number of meaningful correlations with measures of emotional intelligence. In other words, managers who are seen as good at listening to others and gaining their input before implementing change are likely to be assessed as good at cooperating with others, able to find pleasure in life, able to foster relationships, control impulses, and understand their own emotions and the emotions of others.

Putting People at Ease gets at the heart of making others relaxed and comfortable in your presence. From the perspective of direct reports, putting people at ease was related to impulse control, which is defined as the ability to resist or delay the impulse to act. This finding suggests that being able to behaviorally put people at ease has to do with controlling your own impulses with regard to anger or other emotions. Boss ratings of putting people at ease are related to happiness, suggesting that your disposition is related to how comfortable others are in your presence.

Self-Awareness describes those managers who have an accurate understanding of their strengths and weaknesses. Ratings on self-awareness were related to impulse control and stress tolerance. If you find that you explode into anger easily, it

is likely that others don't see you as very self-aware. In addition, it appears that others may draw conclusions about your self-awareness from how you handle difficult and challenging situations. If you get anxious, others may interpret this as a lack of self-awareness.

Balance Between Personal Life and Work

measures the degree to which work and personal life activities are prioritized so that neither is neglected. High ratings from bosses on these behaviors were associated with the emotional intelligence measures of social responsibility, impulse control, and empathy. Giving your bosses the impression that you are balanced is connected with your feelings of being able to contribute to a group, controlling your impulses, and understanding the emotions of others. High ratings from direct reports are also associated with impulse control.

Straightforwardness and Composure, which refers to the skill of remaining calm in a crisis and recovering from mistakes, is related to several emotional intelligence measures. Not surprisingly, ratings from bosses, peers, and direct reports on this scale are related to impulse control. Direct report ratings are also associated with stress tolerance, optimism, and social responsibility. Boss ratings are related to happiness. Thus it

appears that being rated highly on straightforwardness and composure has to do with controlling impulses during difficult times, being responsible toward others, and having a satisfied disposition.

Building and Mending Relationships is the ability to develop and maintain working relationships with various internal and external parties. Ratings from bosses on this scale were related to only one measure of emotional intelligence: impulse control. This is not surprising because poor impulse control manifests itself as an inability to control hostility and explosive behavior. Obviously, this tendency will not translate into strong relationships with bosses.

Boss ratings on **Doing Whatever It Takes**, which has to do with persevering in the face of obstacles as well as taking charge and standing alone when necessary were related to two of the emotional intelligence scales: independence and assertiveness. People who are high on independence tend to be self-reliant and autonomous. Although they may ask for input from others, they are not dependent on it. Assertiveness has to do with expressing feelings, thoughts, and beliefs in a nondestructive manner. People high on this scale are not shy about letting

others know what they want. Direct report ratings are associated with independence and optimism. Optimism has to do with looking at the brighter side of life. This constellation of relationships suggests that doing whatever it takes requires emotional intelligence in the sense of being able to go after what you want, being able to persevere in getting what you want, and seeing that a bright future is possible.

Direct report ratings of **Decisiveness** are related to assessments of independence. Decisiveness has to do with a preference for quick and approximate actions over slow and approximate ones. Independence has to do with the ability to be self-directed and self-controlled in one's thinking. It does not seem at all surprising that people who rate themselves as independent thinkers would be viewed by their direct reports as decisive.

Another interesting relationship has to do with peer ratings of **Confronting Problem Employees**, the degree to which a manager acts decisively and fairly when dealing with problem employees, and the emotional intelligence
measure of assertiveness. Assertive people are able to express their beliefs and feelings in a nondestructive manner. These results suggest that being able to do this is helpful when it comes to dealing with problematic performance situations.

Change Management is the final Benchmarks scale to be connected with emotional intelligence. This skill has to do with the effectiveness of the strategies used to facilitate change initiatives. Ratings from direct reports are associated with measures of social responsibility. In other words, the ability to be a cooperative member of one's social group is associated with perceptions of effectiveness in introducing change. Peer ratings of change management are related to interpersonal relationship abilities. Apparently, the ability to establish satisfying relationships has a connection to how well peers judge your ability to institute change.

1.5.   DECISION MAKING SKILLS

Decision making is the process of a course of action from among alternatives. It is pervasive. Koontz said "decision making is the core of planning"

1.5.1. DECISION MAKING PROCESS

7 Steps in Decision Making: from Identification to Implementation

1.   Identify a problem or opportunity

- The first step is to recognize a problem or to see opportunities that may be worthwhile.
- Will it really make a difference to our customers?
- How worthwhile will it be to solve this problem or realize this opportunity?

2.   Gather Information

- What is relevant and what is not relevant to the decision?
- What do you need to know before you can make a decision, or that will help you make the right one?
- Who knows, who can help, who has the power and influence to make this happen (or to stop it)?

3.   Analyze the situation

- What alternative courses of action may be available to you?

- What different interpretations of the data may be possible?

4. Develop options

- Generate several possible options.
- Be creative and positive.
- Ask "what if" questions.
- How would you like your situation to be?

5. Evaluate alternatives

- What criteria should you use to evaluate?
- Evaluate for feasibility, acceptability and desirability.
- Which alternative will best achieve your objectives?

6. Select a preferred alternative

- Explore the provisional preferred alternative for future possible adverse consequences.
- What problems might it create?
- What are the risks of making this decision?

7. Act on the decision

- Put a plan in place to implement the decision.
- Have you allocated resources to implement?
- Is the decision accepted and supported by colleagues?
- Are they committed to making the decision work?

1.5.2. TYPES OF DECISIONS

Programmed Decisions:

Programmed decisions are routine and repetitive, and the organization typically develops specific ways to handle them. A programmed decision might involve determining how products will be arranged on the shelves of a supermarket. For this kind of routine, repetitive problem, standard arrangement decisions are typically made according to established management guidelines.

Non Programmed Decisions:

Non programmed decisions are typically one shot decisions that are usually less structured than programmed decision.

1.5.3. DECISION MAKNG CONDITIONS

While making decisions, the managers may face three different conditions: **CERTAINITY, RISK and UNCERTAINITY**

CERTIANITY: the ideal situation for making decisions is one of certainty, which is a situation in which manager can make accurate decisions because the outcome of every alternative is known.

RISK: a far more common situation than decision making under certainty is one of risk, conditions in which the decision maker is able to estimate the likelihood of certain outcomes. Under risk, managers have historical data from past personal experiences or secondary information that lets those assessing probabilities to different alternatives.

UNCERTAINITY: managers do face decision making situations of uncertainty, under these conditions, the choice of alternative influenced by limited amount of available information and the psychological orientation of decision maker, an optimistic manager will follow a maximax choice (maximizing the maximum possible payoff), a pessimist will follow maximini choice (maximizing the minimum possible payoff), and a manager who desires to minimize his maximum "regret" will opt for a minimax choice.

1.5.4. PREFERENCES / OPTIONS

What makes us different? One way of classifying people that appears in many systems of personality profiling is to determine a person's preferences in terms of how they perceive and respond to the world.

Subjective vs. objectivity preferences

Think of a time when you were having fun. As you think about it, are you seeing the experience through your own eyes (subjective view), or can you see your body as if you are outside of it (objective view)?

The population is fairly evenly split between those who naturally take an objective view and those who take a subjective view.

Subjective perception

Those with a naturally subjective view tend to be more emotional, as they think and remember their life very experientially. They also tend to live 'in the railroad tracks', meeting the future head-on, feeling 'done to' rather than being in control. Their experiential view will make them more empathetic and intuitive.

Given the right encouragement, they also tend to be more easily empathetic with other people, as they are more accustomed to experiencing the agonies and the ecstasies of the subjective life.

Objective perception

People who see life more objectively prefer to stand back. This does not mean they are disinterested, only that they find the objective viewpoint a preferable place to be. Perhaps they find the subjective stance too painful or perhaps they find it too biased and untruthful of the whole picture. Whatever their

reasons, they prefer to see things from a more disconnected, rational, unemotional viewpoint.

People with objective viewpoint are sometimes easier to persuade, as they can see things from your viewpoint too. However, they are more rational in their approach and may be good negotiators themselves. Negotiating on objective terms is, after all, playing on their natural territory.

1.5.5. THINKING VS. FEELING

Thinking and Feeling are one of the preferences used. The naming is unfortunately a bit archaic as thinking is more than thought, and feeling is not about being over-emotional or fluffy. They are about how we decide: through logic or through considering people.

Thinking

Thinkers decide based primarily on logic, and when they do so, they consider a decision to be made. They tend to see the world in black and white and dislike fuzziness. Perhaps because people are so variable, they focus on tangible things, seeking truth and use of clear rules. At work, they are task-oriented, seek to create clear value. Interacting with them tends to brief and business-like. They may be seen as cold and heartless by Feelers.

Feeling

Feelers decide based primarily through social considerations, listening to their heart and considering the feelings of others. They see life as a human existence and material things as being subservient to this. They value harmony and use tact in their interactions with others. At work, they are sociable and people-oriented and make many decisions based on values (more than value). They may be seen as unreliable and emotional by Thinkers.

With thinkers:

- Be brief and concise.
- Be logical; don't ramble with no apparent purpose.
- Be intellectually critical and objective.
- Be calm and reasonable.
- Don't assume that feelings are unimportant; they may have a different value.
- Present feelings and emotions as additional facts to be weighed in a decision.

With feelers:

- Introduce yourself and get to know the person; full acceptance may take a considerable amount of time.
- Be personable and friendly.
- Demonstrate empathy by showing areas of agreement first.

- Show how the idea will affect people and what people's reaction would be.
- Be aware that how you communicate is as important as what you're communicating.
- Let them talk about personal impact; accept decisions that may not be based on facts.

1.5.6. EMOTION AND DECISION

We make many decisions, and sometimes we are more or less logical about them. And it is arguable that all decision are, ultimately emotional.

Logical vs. emotional decision-making

Decision-making is a cognitive process where the outcome is a choice between alternatives. We often have different preferences as to our preferred, approach, varying between thinking and feeling.

Logical decision-making

When we use logic to make decisions, we seek to exclude emotions, using only rational methods, and perhaps even mathematical tools. The foundation of such decisions is the

principle of utility, whereby the value of each option is assessed by assigning criteria (often weighted).

Emotional decision-making

There is a whole range of decision-making that uses emotion, depending on the degree of logic that is included in the process. A totally emotional decision is typically very fast. This is because it takes time (at least 0.1 seconds) for the rational cortex to get going. This is the reactive (and largely subconscious) decision-making that you encounter in heated arguments or when faced with immediate danger. Common emotional decisions may use some logic, but the main driving force is emotion, which either overrides logic or uses a pseudo-logic to support emotional choices (this is extremely common). Another common use of emotion in decision is to start with logic and then use emotion in the final choice.

1.5.7. THE POINT OF DECISION

Always emotional decision?

So at the point of decision, emotions are very important for choosing. In fact even with what we believe are logical decisions, the very point of choice is arguably always based on emotion. We talk about decisions that feel or seem right. When logical

decisions are wrong, we will often feel that this is so. Emotions are perhaps signals from the subconscious that tell us a lot about what we really choose.

Subconscious in charge?

An even stranger factor is research where the subject's brain was wired up to recorders and the subject was asked to simply press a red button at any time. The notion You might notice that STJs are 24% of the population. This 'Left-side bias' is unsurprising, as our schools are workplaces tend very much to encourage logic and structure. This makes life particularly difficult for the NFPs of the world, but like left-handed tennis players, those that can handle the other side tend to excel. If you want someone else to make a decision, first find how emotional or logical they prefer to be in that process, and follow their their normal preferences.

1.5.8. DECISION MAKING STYLES

Why are decision making styles important? In the process of making an important decision, using the wrong style can lead to disaster. Imagine a commander using a consensus decision style while in the middle of a battle where every second could cost lives. Alternatively, using an autocratic style for a highly complex

strategic decision could cut off the decision maker from the valuable input of functional experts.

What's the hurry?

A critical balance must be maintained between how long it takes to make a decision and the time it takes to gather and analyze the information necessary to make a sound decision. Sounds like another decision... You bet.

What about rational vs. emotional decision making?

Each has a part to play. After all, humans are emotional beings. The key is to find the right balance between the emotional and rational components for a decision. We have found that the higher the value of a decision, the more important it is to move toward a rational decision style. No one likes the negative emotions brought on by buyer's remorse, a clear signal that more analysis should have been used in making the decision.

So what does this mean for you?

- Recognize that your decision style influences the effectiveness of your decisions.
- Before you make a decision think about the style that would be best for the decision you need to make.

- Build your decision making skills so that you are better equipped to make the decisions you need to make.

To learn more about common styles follow these links.

- **Collaborative Decision Making :** A collaborative decision making style will generally increase the effectiveness of your decisions.

- **Emotional Decision Making :** Emotional decision making is part of who we are and, when appropriately incorporated, this style can enhance the decision making process.

- **Intuitive Decision Making :** When does it make sense to use an intuitive decision making style?

- **Rational Decision Making :** An overview of the characteristics, limitations, and benefits of rational decision making.

1.5.9. COLLABORATIVE DECISION MAKING

More often than not, collaborative decision making leads to better decisions

It's all about control. Choosing a collaborative decision making style is about making a choice of what level of control **you** want, or need, in the decision making process.

Let's not confuse style with personality

We talk about choosing to have a collaborative style because we consider a decision making style as something you can choose when trying to make a better decision. Style criteria considers personality, but is not defined by it. In this case, we are not identifying how collaborative someone is (personality), instead, we want to identify how much collaboration to choose when picking the style for making a specific decision.

For collaborative decision making the choice that you must make is the level of collaboration to use for the decision you want to make. This applies to personal and business decisions alike.

1.5.10.   EMOTIONAL DECISION MAKING

Research in the last few decades has started to look at emotional decision making with a new perspective. Instead of having only a rational vs. emotional perspective, work has taken a more complete view, recognizing positives as well as negative effects of emotions in the context of making decisions.

Prior decision making work in rational decision making focused on models that reduce or eliminate emotional bias. Advancements in technology, particularly in studying how our brains work, have

made it possible to expand our understanding of how emotions influence our judgment and choice selection.

Are there positive effects of emotions in decision making?

It turns out that the current environment of information overload will likely lead to a greater amount of emotional decision making. Human brain research has suggested that, as our minds have more to process, the likelihood to decide emotionally increases. It makes sense that less time for reflection will lead to more decisions that seem irrational. The good news for emotions is that they function to reduce and bound our reasoning which then creates the opportunity to reason more fully. If we can identify which decisions can be addressed emotionally, we generate the opportunity to make more complex decisions rationally.

Emotion's other positives can include better decision efficiency, better employee engagement in the workplace, and enhanced creativity. Becoming aware of emotions has the benefit of correcting many emotional biases. Finding ways to minimize decision making driven by emotional bias while making better use of emotional intelligence can help use emotion to increase effectiveness in the workplace.

Emotions may be essential to decision making

Dr. Antonio Damasio, a neurologist known for his work on the relationship between emotions and decision making, suggests that emotions may be fundamental to dealing with equal options and decisions that do not have a clear rational basis for choosing. In his 1994 book, ***Descartes' Error: Emotion, Reason, and the Human Brain***, Damasio shows how patients with prefrontal cortical damage cannot create the emotions necessary for effective decision-making.

In one example, his story of Elliot describes how, without emotion, he could not make simple choices, such as which color socks to wear. This suggests that at the point of selection, emotions may be key for choosing. Even when we believe they are rational decisions, the actual choice may in reality be based on emotion.

Studies of people with ventromedial injuries, the area of the brain active in emotions, revealed a distinct difference in response to questions that present a moral dilemma of saving many people at the expense of one innocent. This suggests an ongoing tension between the rational cost-benefit calculations and the instinctive emotional decision making parts of our mind, particularly for moral judgments.

Are there emotional decision making advantages?

Recent research has revealed a number of positive elements of emotions in decision making.

- A totally emotional decision is very fast in comparison to a rational decision. This is reactive (and largely subconscious) and can be useful when faced with immediate danger, or in decisions of minimal significance.

- Some studies suggest an emotional insistence to respect the life of another human being.

- Emotions may provide a way for coding and compacting experience, enabling fast response selection. This may point to why expert's "gut" level decisions have high accuracy rates.

- Emotions are possible signals from the subconscious that provide information about what we really choose.

- Decisions that start with logic may need emotions to enable the final selection, particularly when confronted with near equal options.

- Individuals care about the emotional features of decision options.

- Emotions often drive us in directions conflicting with self-interest.

Emotional decision making can also come with a number of negatives.

- We make quick decisions without knowing why, and then create rational reasons to justify a poor emotional decision.
- Intensity of emotions can override rational decision making in cases where it is clearly needed.
- Immediate and unrelated emotions can create mistakes by distorting and creating bias in judgments. In some cases this can lead to unexpected and reckless action.
- Projected emotions can lead to errors because people are subject to systemic inaccuracy about how they will feel in the future.

Decision making solutions must address emotional and rational elements of our being

If your mind is distracted with an overload of information, too many priorities and no time to debate, the likelihood that the emotional brain will overrule the rational one increases. Valuable decisions deserve analysis. Competition and risk is more complex, so the demands on decision making solutions have increased.

Recent research in the area of emotional decision making has begun to expose the value, benefits and difficulties that emotions present to the decision making process. Interdependence of

emotional and rational processes is powerfully presented in recent neurobiological studies which establish that emotion is essential in rational decision making.

How to proceed in light of this new knowledge

Decision making solutions must work to increase the positive benefits of both rational and emotional thought processes while providing approaches to minimize and learn from mistakes. The flexible decision making model used by Decision Innovation enables improvements in decision making as we learn more about how our mind works.

1.5.11. INTUITION BASED DECISION MAKING

When is intuitive decision making beneficial?

Recent research into the workings of our brain has stirred the debate with respect to intuitive decision making versus rational decision making. How much we should rely on intuition when making difficult decisions? In his book, *The Power of Intuition*, Gary Klein suggests that 90 percent of critical decisions are made using our intuition. Even if only partially true, this would suggest that any approach to improved decision making should address this decision making style.

What do we mean when we talk about intuition?

When talking about intuition we are describing something that is known, perceived, understood or believed by instinct, feelings or nature without actual evidence, rather than by use of conscious thought, reason, or rational processes. This does not imply that intuitive decision making is irrational. Instead, we mean that the explanation for a choice is not directly available through conscious or logical thought.

Brain research points to parts of the brain that work simultaneously with our conscious thought processes, acting as parallel intelligent systems. These systems will create responses (usually emotional) that compete with each other in determining a person's response. When guided by experience with a previous pattern, these responses could be considered the result of intuition.

Problems with intuition and decision making

Intuition plays a significant role in the choices we make. Unfortunately, working alone, intuition can be the source of significant errors in the course of making a decision. Here are some of the problems with intuition that can be avoided with a structured decision making process.

- Flawed information - Intuition decision making will respond quickly to inaccurate, insufficient, unreliable, or incomplete information based on patterns from previous experiences.

- Short term emotional bias - Cognitive research has shown that even experts' decisions are influenced by unrelated emotions during the time of making a decision.

- Insufficient consideration of alternatives - Intuition generally relies on pattern recognition and will point to solutions that have worked well with the current perceived pattern. This will limit considered options even though you may be dealing with a new decision situation that might require a novel or unique solution.

- Prejudices - Emotions help form our intuition and can allow flawed experiences to overrule sound facts and evidence.

- Lack of openness - Every person has a different experience base that provides the platform for their intuitions. Given that one's intuition is not easily explained, it is difficult to use intuition in a group context.

- Inappropriate application - People that have good experience, expertise, and intuition in one area can become overconfident and apply their intuition in an unfamiliar or unrelated area. This also includes using "Rules of Thumb" that may not match the needs of the current decision context.

Can intuitive decision making be learned and improved?

Experts at MIT (Matzler, Ballom, & Mooradlan, 2007) and the Marine Corps (Krulak, 1999) believe so, and so do we. Cognitive models are continuing to be developed and evolved that help us understand intuition and decision making. The Recognition Primed Decision Model, developed by Gary Klein and others, suggests that recognition of patterns or cues is an important element of intuitive decision making, along with an ability to perform a rapid mental simulation of how an option would perform against other previously successful outcomes. This model, and others, point to the following approaches for improved intuitive decision making:

- Use a structured process when time allows - This will provide a framework for capturing and learning from previous decisions. It will also guard from errors that can occur when using intuition. Our 4-step Decision Innovation process strongly leverages this approach.

- Listen better - Improved listening will ensure getting more of the situational information. The better formed the pattern, the more likely that intuition will provide a solution well matched to the problem.

- Reflect on a decision before implementing - Look for areas where emotions might be distorting your perception of the current situation.

- Examine beliefs - Are they based on reliable facts and evidence?

- Consult others - Get feedback and validate that your decision seems reasonable. Also, pay attention to disconfirming assessments.

- Communicate - The reasoning behind your intuition can sometimes be made explicit through discussion with others. Failure to do this in a business decision may undermine its implementation.

- Increase experiences - Try new things. Patterns develop from experiences. More experiences will create and shape successful patterns. This leads to better intuition.

- Learn through repetition in different environments - Repetition in different emotional environments will help improve the consistency of intuitive decision making.

- Learn to recognize and interpret your emotions - Emotions provide signals of previous patterns and experiences. Learning what they indicate and their reliability improves your ability to know when to count on your intuition.

- Create the right learning environment - Better intuitive decision making comes from making more decisions. An environment that can provide tolerance and/or low risk for mistakes, and that examines decisions without attacking the

pride and dignity of the person making them, will lead to better intuitive choices.

- Use decision making games - Games simulate life and provide a low risk environment to develop the patterns that can improve intuition.
- Situational assessment and case studies - Used in business and the military (e.g., After action reviews), studying previous outcomes with a focus on the decision making processes will help build patterns for intuition.

When does it make sense to use an intuitive decision making style?

Starting with the easy case, it certainly is reasonable to use intuitive decision making for trivial or low value decisions. Decision failure will have little consequence, and intuition will provide for a quick selection. These decisions are simple, unimportant, and in many cases may result in habit. Choosing the same kind of coffee everyday because you are happy with how it tastes is a good example.

Decisions that involve emotions are often subject to a fair amount of intuition and will often play a major role in personal relationships. However, emotions can change, and when relationships run into difficulty, do not be surprised if your

intuition is no longer generating the outcomes you expect. At these times, relationships take work because intuitive decision making has to become more open, explicit and rational. People find that they may need to make choices that are not supported by their emotions.

Finally, when speed is critical to a successful outcome, expect to have to rely more heavily on intuitive decision making. Examples include choices made in battle or by first responders arriving at a crisis scene. In both cases, participants undergo extensive training that helps build the experience patterns that will improve intuition and decision making.

1.5.12.   RATIONAL DECISION MAKING - The Benchmark for making effective decisions

Rational decision making brings a structured or reasonable thought process to the act of deciding. The choice to decide rationally makes it possible to support the decision maker by making the knowledge involved with the choice open and specific. This can be very important when making high value decisions that can benefit from the help of tools, processes, or the knowledge of experts.

Characteristics of rational decision making

Choosing rationally is often characterized by the following:

- Decision making will follow a process or orderly path from problem to solution.
- There is a single best or optimal outcome. Rational decisions seek to optimize or maximize utility.
- The chosen solution will be in agreement with the preferences and beliefs of the decision maker.
- The rational choice will satisfy conditions of logical consistency and deductive completeness.
- Decision making will be objective, unbiased and based on facts.
- Information is gathered for analysis during the decision making process.
- Future consequences are considered for each decision alternative.
- Structured questions are used to promote a broad and deep analysis of the situation or problem requiring a solution.
- Risk and uncertainty are addressed with mathematically sound approaches.

In the ideal case, all rational decision makers would come to the same conclusion when presented with the same set of sufficient information for the decision being made. This would suggest that

collaborative decision making will often employ a rational decision making process.

Problems and limitations with choosing rationally

Most of the issues and limitations associated with rational choice result from falling short of the ideal proscribed in the full rational decision making model. Here are three areas that generate much of the concern.

1. **Limits of human capabilities** - The limits on our human ability to gather, process, and understand all the information needed to optimize a decision outcome make it impractical to meet the ideal except in very constrained or simple situations. We have limits in our ability to formulate as well as solve very complex problems. Our desire to optimize is also limited, and we will usually "saticfice", or be content with acceptable solutions when confronted with obstacles.

2. **Limits on information and knowledge** - The model assumes we should or can gather sufficient information in terms of quantity, quality, accuracy, and integrity. It also assumes that we have access to the required knowledge of the cause and effect relationships that are important to the evaluation of alternative solutions, particularly with respect to projecting future consequences.

3. **Limits in time** - Search for the optimum solution will generate a delay that could negatively impact the benefits of the chosen alternative. In essence, if the decision alternatives are not properly discounted for changes due to decision timing, the chosen alternative may not be optimum.

More on decision making models

As with any ideal, additional models have been developed to address the problems with realizing the full rational model. The Bounded Rationality model acknowledges our cognitive and environmental limits and suggests that we act rationally within these constraints. Many decision making theories are a result of looking at the consequences of bounded rationality.

Rational ignorance takes a similar approach to looking at the cost of gathering information. In this model, it is suggested that if the cost to acquire information exceeds the benefits that can be derived from the information, it is rational to remain ignorant. This aligns with our concept of using decision value to limit the decision effort, ensuring an appropriate return from using a rational decision making process (See planning decision making).

The benefits of rational choice

Within the limitations described above, choosing rationally can provide a number of benefits that include:

- Addressing complex decisions by breaking them down
- Characterizing decision problems and goals to ensure addressing all needs and desires
- Being aided by structured techniques, mathematics, and computers
- Ongoing improvement when codified in a process, procedure, or program
- A long list of decision making techniques and tools with proven usefulness
- A growing capability to analyze and access the information that can improve guidance based on the facts

While unable to meet the requirements of the full rational decision making model, this ideal serves as a valuable approximation that supports predictions and decision making with increasingly broad application. Rational approaches continue to provide the standard for effective decision making when considered in light of current limitations. Coping with complexity and information overload will place greater demand on enhancing capabilities that support rational choice.

Impact of emotions on decisions

Much research has been conducted on the various impacts of emotion on decision-making. Studies indicate the complexity and

breadth of those impacts. Listed below are some examples of their results.

- Decision-makers who were made to consider safety concerns that induced negative emotions when deciding which car to purchase, were more likely to "choose not to choose," or to stick with the status quo.

- Study participants who experienced "frustrated anger" were more likely to choose a high risk, high reward option in a lottery – a choice the authors categorize as "self-defeating."

- "Fearful people made pessimistic judgements of future events whereas angry people made optimistic judgements."

- Study participants who had been induced to feel sad were likely to set a lower selling price for an item they were asked to sell; the researchers suggest that selling the item would bring about a change in the participants' circumstances and thus perhaps a positive change in mood.

- Participants with "normal emotion processing" were engaged in a card-drawing task. When drawing from "dangerous decks" and consequently experiencing losses and the associated negative emotions, they subsequently made safer and more lucrative choices. Participants with brain damage that had left them unable to experience such emotional responses, did not change their behavior in this way.